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ABSTRACT

This resource guide for teachers of Russian in the United Kingdom contains 11 chapters designed to encourage and support secondary school Russian language instruction. The first chapter discusses the status and potential of Russian instruction in the United Kingdom. The second chapter addresses topics in instructional management, including identification of learner needs, using available resources, and evaluating instructional materials. Filling in the gaps in instructional materials by creating or adapting existing materials is the subject of chapter 3. Chapter 4 offers practical advice for classroom methodology. Chapter 5 provides ideas for incorporating Russian culture into the classroom environment, and chapter 6 discusses the teacher's role in arrangement of visits and travel. The seventh and eighth chapters focus on the objectives of student assessment and on standardized tests. Chapters 9 and 10 list resources for further information on teacher training, the language teaching profession, and professional development. (MSE)

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RUSSIAN
РУССКИЙ ЯЗЫК

JOAN MACRAE & DAVID RIX

Resource Guides for Teachers

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FL019 939

CiLT

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RESOURCE GUIDES FOR TEACHERS

Series editor: Michael Buckby

RUSSIAN/РУССКИЙ ЯЗЫК

Joan Macrae
David Rix

CiLT

The views expressed in this publication are the authors' and do not necessarily represent those of CILT.

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Iskra 2, Nuffield/Schools Council Russian Teachers' Association, 1985

p 35 Alphabet poster, Collets

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Contents

		Page
1	**Introduction** *The purpose of the book. Current developments.*	1
2	**Russian in the curriculum** *Exciting times. Russian teaching in schools. The case for extension. Implementation in schools.*	3
3	**Managing teaching** *Identifying needs. Meeting needs from available resources. Evaluating published materials.*	10
4	**Making your own resources** *Identifying the gaps. Finding authentic materials. Using authentic resources. Copyright. Finding ideas to devise your own tasks and activities.*	15
5	**Managing learning** *Changes in composition of classes. Changes in emphasis. Teacher/learner relationships. Classroom practice and methodology. Use and organisation of resources/classroom organisation.*	22
6	**Bringing the country into the class** *The Russian classroom. Supplementary teaching resources. Contact with Russian speakers.*	32
7	**Visits and travel** *School trips. School exchanges. Teacher exchanges. Courses. Events. Private visits.*	37
8	**Assessing progress** *General aims of assessment. Graded tests.*	43
9	**Public examinations** *GCSE. 'A' and 'AS' level. Standard Grade (16+), Revised Higher (17+), Certificate of Sixth Year Studies (18+). Foreign Languages at Work scheme (FLAW). Foreign Languages for Industry and Commerce (FLIC). Institute of Linguists. Scottish Vocational Education Council.*	45
10	**Taking Russian further** *Careers advice for learners. Further/Higher Education.*	52

11 Professional development 55
Collaboration with colleagues. Courses, conferences, seminars. Membership of professional organisations. Secondment or sabbatical leave. Award-bearing courses.

Glossary of acronyms 60

Useful addresses 62

*In the text, * indicates that the address of the organisation mentioned is listed in this section.*

Introduction 1

THE PURPOSE OF THIS BOOK

The aim of this resource guide is to encourage and support the teaching of Russian in secondary schools. It is intended as a source of information, ideas and suggestions which we hope can be of practical use to you in your efforts to establish and sustain successful Russian teaching in your particular school.

In schools where it is presently taught, the pattern of provision for Russian varies widely from one school to another. You may be one of the fortunate teachers currently teaching Russian to younger learners, with classes of first or second form beginners. You may be teaching Russian to more selected classes from the third or fourth form. Or maybe you have a gifted group of sixth form starters. Perhaps you are teaching Russian on 'taster' courses, or as part of a 'language awareness' scheme. Or you could be operating in the 'twilight zone', running a Russian language club after school hours, or nobly sacrificing your lunch-breaks.

Whatever your present teaching situation, we hope that the information contained in this handbook will be of some use to you all. Several teachers attending the annual in-service course for teachers of Russian held at the universities of Sheffield and York have expressed their feeling of working in isolation in teaching Russian. You may well be the only teacher of Russian in your school and have fewer opportunities than your colleagues, teaching French or German, to exchange ideas and experience with other teachers, and to give each other the moral support which keeps many teachers going. The information and contact addresses in the handbook will at least help to keep you informed of positive developments in Russian teaching.

The handbook could also be useful for those who are not yet actively involved in teaching Russian, but are living in hope. Are you one of the enthusiastic young graduates currently following a PGCE teacher training course, and determined to put your proficiency in Russian to good use in the classroom? If so, welcome aboard - you are desperately needed! Are you an 'under-used' modern languages teacher? Do you have a qualification in Russian, but have so far been denied the opportunity to teach the language? Your hour may soon strike. It appears that the DES is looking for people like you right now. Have you been out of teaching, for family or other commitments, and now feel inclined to return to the classroom? Given the shortage of language teachers to implement the National Curriculum, you should be welcomed back with open arms.

CURRENT DEVELOPMENTS: A CONTEXT OF CHANGE

Many changes have taken place in modern languages teaching in schools in recent years, and even more fundamental changes are now in process. We have seen the gradual evolution of the 'communicative approach' to language teaching, emphasising clearly defined objectives for the acquisition of communication skills, the use of authentic source materials, realistic and purposeful task-based activities and pupil-centred learning. Changes in objectives, teaching materials and methods have been reflected in the National Criteria for the new GCSE examinations in England and Wales, and in Standard Grade in Scotland.

At sixth form level, alternative 'A' level syllabuses have been devised, and 'AS' syllabuses have been designed for sixth form students who wish to pursue learning a foreign language to a higher level, but whose main area of study lies in a field other than languages. A further recent trend has been the linking of modern language learning with communications technology and vocational

training for commerce and the world of work in TVEI, CPVE and FLAW schemes. The most significant change of all consists in the requirement of the National Curriculum that all secondary school pupils shall learn a foreign language as a compulsory foundation subject for five years up to the age of sixteen. In conjunction with this, the DES policy of diversification of first foreign language teaching in schools means that languages other than French will be more widely taught to eleven-year-old beginners across the ability range.

Within this context of change it is difficult to predict exactly what the future of Russian teaching in schools will be. We don't have a crystal ball. The policy of diversification clearly presents an opportunity for Russian to be taught as a first foreign language on an equal footing alongside other modern languages.

In any event, we hope that the content of this handbook can be of some assistance to you, whether you find yourself faced with the challenge of teaching Russian to first form mixed ability learners, or as a second foreign language in your school.

We assume that administrators, headteachers, governors, language advisers and heads of department in schools may also read this handbook. Heads of department and language advisers who are not Russian specialists may find the book to be a useful reference resource which will enable them to offer practical guidance to new teachers of Russian in their departments or authorities.

We assume that you, the teachers of Russian, will want to make the positive aspects and achievements of Russian teaching more widely known and, where necessary, to convince others that Russian can make a significant contribution to the curriculum and deserves a higher profile in schools than it enjoys at present.

The case for Russian comes up next...

Suggestions for further reading

Littlewood, W *Communicative language teaching - an introduction*, CUP, 1981.

DES *General Certificate of Secondary Education, the national criteria: French*, HMSO, 1985.

DES *Modern languages in the school curriculum: a statement of policy*, HMSO, 1988.

Phillips, David (ed) *Languages in schools: from complacency to conviction*, CILT, 1988.

Russian in the curriculum 2

The purpose of this section is to assist you in presenting the case for the inclusion of Russian in the curriculum, and for consolidating, extending or introducing the teaching of Russian in your school.

EXCITING TIMES

Who would have thought, just a few years ago, that we would ever see Russian schoolchildren staying in the homes of British families? Now it is a reality, and British schools are queueing up to take part in school exchanges with the USSR.

The times have changed, dramatically. And with them, we hope, the prospects for the wider development of Russian teaching in our schools and universities.

The general climate for a renaissance of Russian teaching has never been more favourable:

★ The events of the Gorbachov era, and the new spirit of *perestroika* and *glasnost*, have kindled a strong resurgence of interest in the Soviet Union today.

★ International relations with the USSR, and Eastern Europe as a whole, have improved rapidly.

★ Cultural contacts with the USSR have been renewed.

★ President Gorbachov's visit to London in 1989 gave a boost to economic ties with the USSR. The Confederation of British Industry reports that British firms, such as Courtaulds, Rolls Royce, Babcock and John Brown, are signing agreements for collaboration in trade and investment.

★ Central government and the Department of Education and Science had previously recognised the need for more trained Russian linguists and specialists in Soviet and East European affairs, and declared support for an enhanced investment in Russian teaching in schools. Government observations in the House of Commons Second Report on Soviet Studies (1986) stressed that *'where possible schools should consider offering Russian as a first or second foreign language'.*

★ *Perestroika* in the USSR coincides with educational reforms in Britain. The National Curriculum stipulates that a foreign language must be studied as a compulsory subject to age sixteen. The DES policy of diversification of first foreign language teaching in schools presents an opportunity for Russian to be taught from age eleven, along with French, German, Italian and Spanish and other foreign and community languages.

★ Positive achievements over past years make the teaching of Russian from age eleven a practical proposition. New teaching materials for Russian, based on a communicative approach to teaching, are being produced through Anglo-Soviet collaboration. There exist in the UK enthusiastic, well-qualified teachers of Russian who have experience of residence in the USSR and who are well versed in communicative teaching methods.

★ School links and pupil exchanges with the USSR are being arranged. Learners in our schools are given a genuine purpose for communicating in Russian. Educational reasons for learning Russian, already strong, are enhanced at a stroke.

Surely these developments must lead at least to a qualitative improvement in the teaching of Russian in our schools?

And, we hope, to some expansion. To the point where eventually Russian can attain a position of stability in schools, and make a fuller contribution to modern language teaching.

The present conjunction of positive factors provides the stimulus and opportunity for this to happen. But it will not be easy to achieve.

RUSSIAN TEACHING IN SCHOOLS

The survey conducted by the Association of Teachers of Russian in 1988 indicates that Russian is known to be taught in approximately 300 secondary schools, to 11,500 pupils.

The Report on the Survey includes the following points:

★ The position is fluid: between 1985 and 1988 a considerable number of schools ceased to teach Russian, while a substantial number of others introduced it for the first time.

★ A wide range of methods of organising Russian teaching can be perceived in the schools, and pupils begin to learn the language at any age from eleven to sixteen or seventeen.

★ The schools contain substantially more teachers qualified in Russian than are actually teaching it, and many of those involved are engaged with very small groups of pupils. Opportunity for expansion of the numbers learning Russian therefore exists without even any increase in the existing workforce.

★ The majority of pupils learning Russian (nearly 80%) are in the comprehensive sector. The notion of Russian as a subject only for pupils in élite schools cannot therefore be sustained - indeed it never could.

★ Encouraging features are the growth of cooperative arrangements to provide for Russian within a local education authority, and an increase in attempts to diversify language provision within particular schools.

The report of a Working Party on Soviet and East European Studies, published by the Universities Funding Council in July 1989, recognises that the position of Russian in schools clearly has a bearing on the need to strengthen the position of Russian in universities and polytechnics.

The Report recommends that all reasonable measures be taken to encourage the further development of Russian in state schools and that local education authorities monitor the position to ensure a greater degree of stability and evenness of provision in different areas. It particularly recommends:

- that the development of Russian be monitored within an overall policy of language diversification;

- that the principle of 'language availability' be adopted according to which local education authorities would ensure that at least one school within each centre of population offers Russian to GCSE level, and where possible to 'A' level;

- that where appropriate peripatetic teachers should be used to assist in the establishment and development of Russian in areas where provision is low;

- that encouragement be given to qualified but inactive teachers of Russian to renew their skills through in-service training courses;

- that the number of universities with specialists in the training of teachers of Russian should not be further reduced (at present we are aware of only three: Nottingham, Sheffield and York), and that universities and polytechnics should collaborate with local education authorities in the provision of courses and suitable teaching materials;

- that encouragement should be given by local authorities to teacher exchanges with, and teachers' courses in the Soviet Union and that the Cultural Agreement with the Soviet Union should continue to facilitate these;

- similarly, that encouragement should be given to pupil visits to the Soviet Union. We are pleased to see, from information provided by the Central Bureau*, that the pupil exchange programme between Soviet and British schools initiated during Mr Baker's visit to the USSR in October 1988 is growing steadily.

In order to strengthen and broaden the base of Russian teaching and establish it more firmly in schools, there is firstly a need for a determined effort to increase the teaching of Russian as a first foreign language in schools where this is feasible.

It would clearly be easier to introduce Russian as a first foreign language in those schools where it is already taught at some level, or where there already are Russian teachers.

Teaching Russian from the first form normally requires two teachers of Russian in the school, with at least two first form beginners' classes, as illustrated in the successful example of Wolverhampton High School, where there are now more than 200 pupils out of a total roll of approximately 550 taking Russian.

In the Birmingham LEA Pilot Scheme for diversification, Russian is taught as a first foreign language in four schools on a split year model from eleven plus, and in another school as a second language from twelve plus. It is hoped that other LEAs may be able to follow this kind of initiative.

Where this is not possible, there is also considerable potential for extending the teaching of Russian to larger numbers of pupils as a second modern language. Essex and Croydon LEAs have taken this approach in their schemes for diversification.

How can you make a case for similar models of provision for Russian within your area or school?

THE CASE FOR EXTENSION

The significance of the USSR in the world today, the new relationship and increasing economic and cultural ties, all serve to produce a favourable climate and to emphasise the desirability of making wider provision for the teaching of Russian.

But you may also need to convince head teachers, heads of department, language advisers, governors and parents that this is feasible; that Russian can be taught successfully in the classroom to students of all abilities; that you can deliver the goods.

So you've got to ...

Eliminate the negative

Dispel some of the misconceptions and myths about Russian teaching which still prevail:

★ the language is too difficult
★ the Russian alphabet is a great obstacle
★ the country is inaccessible
★ there are few suitable teaching materials

Your **number one priority** is to overcome the perception of Russian as a very difficult language.

This is a major obstacle to the teaching of Russian as a first foreign language to young learners, as illustrated in teacher opinions expressed in the OXPROD publication, *Attitudes towards diversification*, (Phillips, D & G Clark, 1988):

For the more able, Russian is fascinating.

Russian is probably best left until a later date because of the complexity of the language, etc.

Russian could not be a mixed-ability language.

Accentuate the positive

Before you despair that 'old attitudes die hard', point out that:

- the difficulty of Russian is greatly exaggerated;
- Russian does not have to be restricted solely to the linguistically gifted élite;
- in the past it has been taught mostly (but not exclusively) to older and academically gifted pupils simply because opportunities to teach it earlier and across the ability range have largely been denied;
- the Cyrillic alphabet is not nearly the terrible stumbling block that many suppose and young children can have great fun in picking it up;
- the degree of difficulty in learning any modern language depends to a large extent on the methods by which it is taught, and Russian is no different in this respect;
- the current aims and objectives of a communicative approach, graded tests and new GCSE/Standard Grade examinations make Russian more accessible to learners of all abilities, in just the same way as for other modern languages;
- Russian can be a mixed-ability language and it is being taught successfully to eleven or twelve-year-old learners across the ability range in comprehensive schools, for example, at Firth Park School, Sheffield; St Benedict's School,

Derbyshire; The Elizabethan High School, Retford; Armadale Academy in Scotland; Fairwater Comprehensive in Wales, among others;

- experience has shown that when the main emphasis is placed initially on listening and speaking, young learners are quick to pick up the sounds of Russian. Through activity-based methods, role-playing, games, participation in group and pairwork, they can make good progress and gain educational benefit and enjoyment from their Russian lessons.

Emphasise that:

- Russian can be taught and learned in much the same way as French, German, Italian or Spanish;

- teaching Russian to mixed-ability classes is not the problem - the problem is mixed-ability teaching itself, and this applies to all modern language teaching;

- teachers of Russian are prepared to stand alongside teachers of other modern languages, and to share the problems as well as the opportunities.

The points listed above have been discussed in more detail in a chapter on Russian in *Which language? Diversification and the National Curriculum*, Phillips, D (ed), Hodder & Stoughton, 1989.

You could supplement arguments by using the video contained in *Towards diversification*, M Calvert, Language Teaching Centre, University of York, 1989, which shows eleven-year-olds learning Russian at Brayton High School, Selby.

Or why not demonstrate yourself, and offer to put on 'taster lessons' for young pupils, staff, parents and governors - perhaps during school 'activity weeks' or open evenings?

However you do it, if you want to have the opportunity of teaching Russian to young learners, it is crucial that you eliminate the notion of Russian as 'élitist', 'too difficult' and 'a special case'.

Accept the challenge

Teachers of Russian have worked hard over past years to meet the needs of change and to improve their teaching resources and capability.

Make some of these positive achievements more widely known to administrators, headteachers, heads of departments, governors and parents.

We have the expertise

We have teachers of high quality. Teachers of Russian are people with enthusiasm, initiative and tenacity - they have had to be, to survive. Furthermore, the new generation of teachers of Russian are far better equipped to teach their language than ever before. For many years now, the majority of undergraduates have taken opportunities to spend a prolonged period of study residence in the USSR (usually from three months up to a full year) during their degree course. Postgraduates following a teacher training course in Russian will, in addition, have spent a further month in Moscow or Leningrad during the PGCE year. They are proficient speakers of Russian and have good first-hand knowledge and experience of life and culture in the USSR. They have received specialist training for the teaching of Russian and are fully versed in the aims and methods of a communicative approach. They are also equipped to teach another modern language, usually French.

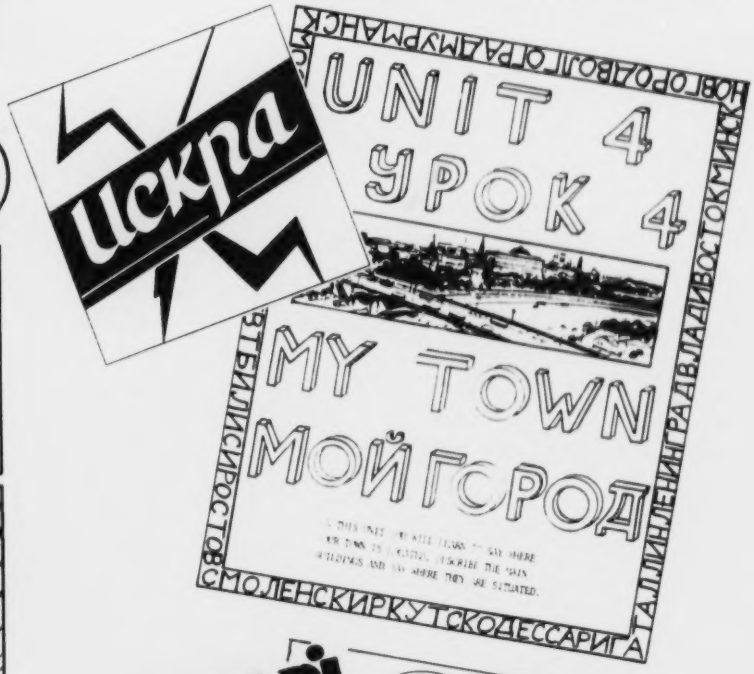
We have the teaching materials

In the past the lack of suitable and attractive teaching materials for Russian was much lamented. No more. Let it be known that the Cinderella image of Russian teaching has been transformed. Little Cinders has put on her *glasnost* slippers, can parade her finery with the best, and is ready to go to the ball.

In the first place, teachers of Russian have shown great initiative and resource in co-operating with each other to produce quality materials of their own, closely related to the needs of the classroom. Outstanding examples of this are the Пора! materials, compiled by the joint efforts of teachers in Scotland through the CRAMP project (Communicative Russian

Ransome, M & D West *Poshli Dal'she - a complete course for A-level Russian*, Collets, 1990

Iskra 2, Nuffield/Schools Council Russian Teachers' Association, 1985



VI. Connections
Match up the questions with the replies.

Rix, D J et al *Dialogue One - a Russian course (part 1)*, Russky Yazyk Publishers and Collets, 1984

Auxiliary Materials Project), Искра, produced by the Association of Nuffield Teachers of Russian in England, Ещё Раз, Калейдоскоп, and others. The Russian Language Committee of ALL* will give advice on obtaining teacher-produced and published material.

Secondly, through an academic link between the Language Teaching Centre*, University of York, and the Pushkin Russian Language Institute, Moscow, several years of collaboration on the production of new, communicative teaching materials by a team of Anglo-Soviet co-authors have resulted in the production of Parts 1 and 2 of Первый Диалог. This represents a large resource of modern and authentic teaching material which is applicable to the early stages of learning Russian through to GCSE and perhaps beyond. The course is published by Russky Yazyk, Moscow, in collaboration with Collets, and is available in Britain from Collets*.

In addition to materials available now, Пора! Mark 2 has been published in Scotland, the Association of Teachers of Russian has initiated a new collaborative project with the Pushkin Institute and the Nuffield Foundation has funded the York-Sheffield Project to support the teaching of Russian in schools.

The York-Sheffield Project has established a national network of teacher-based materials development groups. These groups produce new ancillary teaching materials to meet changing needs of Russian at GCSE level and for eleven-year-old beginners' courses within the DES policy of diversification of first foreign language teaching in the secondary curriculum. Regional networks have been set up with main centres in Birmingham, Edinburgh, Oxford and Sheffield. Through the process of collaborative production of ancillary teaching materials, and through a series of national and regional in-service courses, the project enables teachers of Russian to come together, exchange ideas and experiences and prepare to meet the challenge of diversification.

We have wider contacts with the USSR

The most positive and significant recent development for the teaching of Russian must be the opening up of school exchanges with the USSR. Over past years many thousands of British schoolchildren have visited the USSR on school trips, mostly to Moscow and Leningrad. The Canterbury-Vladimir first home-to-home exchange visits in 1988 marked an historic breakthrough. In the same year, during the Secretary of State's visit to Moscow, an agreement was signed for further exchanges, with 50 schools on each side to be involved by 1991/92 and with up to 2000 British and Soviet pupils taking part. School exchanges have for so long been the area in which Russian has been unable to compete with the opportunities offered by other modern languages. Now it can.

And perhaps it is the general climate of 'normalisation' of relations and increasing contacts with Russian people at a personal level which is the most encouraging factor. Now that we have Russian schoolchildren visiting our towns and cities and staying with families, there is added point to teaching Russian for the purposes of real-life communication.

We can do the job

Teachers of Russian are ready, willing and able to accept new challenges arising from the restructuring of modern languages teaching in schools. They have plenty of experience in teaching their subject to 'O' level/GCSE/ Standard Grade as a second foreign language on two or three-year courses. Many of them would relish the opportunity of having a crack at teaching Russian to first-form learners across the ability range.

IMPLEMENTATION IN SCHOOLS: PRACTICAL CONSIDERATIONS

When making your case for Russian on educational and teaching grounds, you must also be aware of the organisational requirements for extending the teaching of Russian in your school, and possible problems and difficulties.

You will need to be well informed about models of diversification, considerations of staffing, timetabling and resources, and wider implications for the school.

If you are seeking an opportunity to introduce Russian as a first foreign language to eleven-year-old pupils under a diversification scheme, you should be prepared to discuss the following questions:

- ★ How are parents likely to react?
- ★ Are parents given some choice as to which language their child will learn?

- ★ What is the most suitable model of diversification for the size and type of your particular school?
- ★ What are the implications for staffing, timetabling and resources?
- ★ What provision will be made for the second foreign language, and from which year?
- ★ What are your needs? What provision will the LEA or school make for the purchase of new teaching materials and for INSET courses?
- ★ Will you need to liaise and cooperate with other local schools, e.g. in the use of a peripatetic teacher or Russian assistant, or for provision of a sixth form continuation course (if your school is an eleven to sixteen comprehensive)?
- ★ Apart from the promotion of Russian teaching, how would you justify diversification of modern language teaching in your school generally? What benefits and advantages might it bring to the students, the department, the school and the local community?

If you are looking for an opportunity to teach Russian as a second foreign language, then your main concern may well be how it fits in with any particular diversification scheme, and the length of course you will have to GCSE/Standard Grade.

The DES policy statement on diversification recommends that the second foreign language should not be introduced before the fourth form. But this is not mandatory and, since the emphasis is now on using language for purposes of practical communication, many teachers would favour an earlier start, with more time to prepare students for the requirements of GCSE/Standard Grade.

- ★ What will you ask for: a second, third, fourth form start?
- ★ How many periods a week do you need?
- ★ What numbers do you need to constitute a 'viable' class?

Many questions, and we cannot answer them for you. Answers will no doubt depend to a considerable extent on the situation in your particular area or school.

To assist, we recommend that you:

- obtain a copy of the *Towards diversification* booklet and video, which contain information, activities and notes on diversification: attitudes and concerns, models, timetabling and staffing, and guidance on negotiations;
- consult teachers in other schools which have already diversified about possible problems and implications;
- write to the Russian Committee of ALL* for advice and information about schools where the teaching of Russian has been extended successfully;
- send off for the CILT Information Sheet on diversification.

Suggestions for further reading

DES *Modern languages in the school curriculum: a statement of policy*, HMSO, 1988.

Muckle, Dr J Y *Russian teaching in schools: A report on the 1988 Survey*, School of Education, University of Nottingham.

Phillips, D (ed) *Languages in schools: from complacency to conviction*, CILT, 1988.

Phillips, D and G Clark *Attitudes towards diversification*, University of Oxford Department of Educational Studies, 1988.

Rees, Felicity *Languages for a change: diversifying language provision in schools*, NFER-Nelson, 1989.

Phillips, D (ed) *Which language? Diversification and the National Curriculum*, Hodder & Stoughton, 1989.

Calvert, M *Towards diversification*, Language Teaching Centre, University of York, 1989.

3 Managing teaching

Now that you've secured yourself a place in the timetable, the next problem facing you is what you actually do with the enthusiastic learners about to arrive at your door.

Before panic sets in, consider the following questions:

- ★ Where do I want to go? (identifying needs)
- ★ What is available to get me there? (meeting needs from available resources, e.g. published materials, human resources, radio, BBC)
- ★ How do I plug the gaps in existing provision? (making your own resources)

The answers to these questions may not be immediately obvious, but because you want to guarantee your own educational immortality by devising a syllabus which caters specifically for your learners and your teaching style, you are committed to reading further!

IDENTIFYING NEEDS

Whatever differences there may be in:

- ★ geographical location (e.g. demands of examination group, local employment requirements);
- ★ learner needs (e.g. social/ability mix, level and/or reason for motivation);
- ★ teacher needs (e.g. style, personality, educational philosophy);

there are certain features which are constant in syllabus design. The outline on p 10 is based on broad educational values and is therefore as applicable to the teacher of Physics as it is to the teacher of Russian. This may come as something of a shock to the Physics teacher but that is the least of your worries!

MEETING NEEDS FROM AVAILABLE RESOURCES

Locating published material

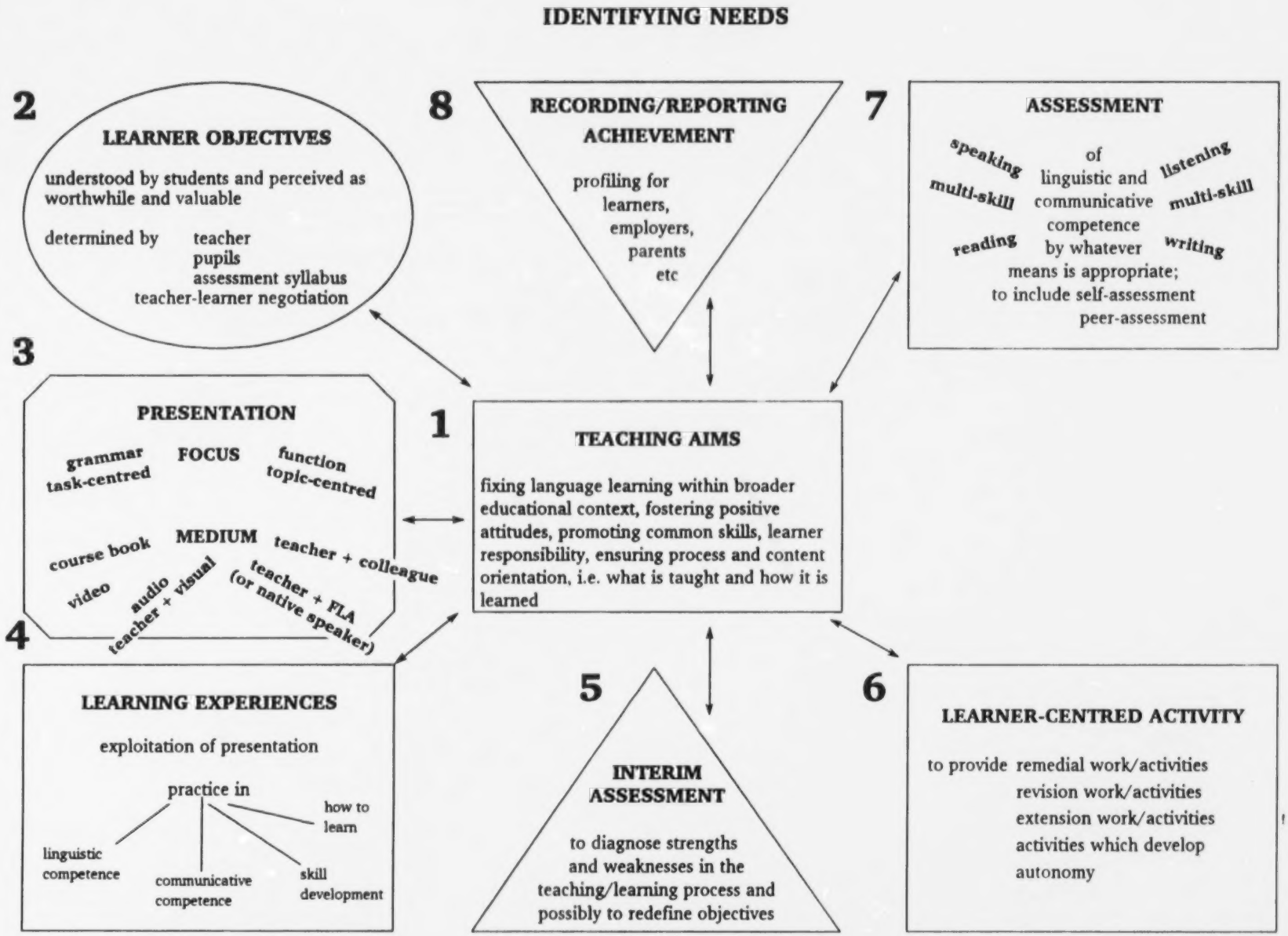
1. Publishers' catalogues

These are sent to schools by the publishers. Copies may be held in the school library or by the languages department and by local teachers' centres.

The main source of Russian teaching materials in the UK is Collets*, which stocks materials published in this country and the USSR (by e.g. Русский Язык). Collets' materials currently include course books, dictionaries, literature, background books, magazines, newspapers, posters, slides and records. You will be well advised to put your name on their mailing list.

Other publishers with a Russian list:
BBC
Edward Arnold/Hodder and Stoughton
John Murray
Blackwell
Heinemann
Stanley Thornes and Hulton
Audio-Forum (31 Kensington Church Street, London)
Primrose (AVP, School Hill Centre, Chepstow, Gwent NP6 5PH) (for software)

Send off for inspection copies of any publications which look interesting.


IDENTIFYING NEEDS
1
TEACHING AIMS
fixing language learning within broader educational context, fostering positive attitudes, promoting common skills, learner responsibility, ensuring process and content orientation, i.e. what is taught and how it is learned
2
LEARNER OBJECTIVES
understood by students and perceived as worthwhile and valuable
determined by teacher
pupils
assessment syllabus
teacher-learner negotiation
3
PRESENTATION
grammar task-centred
FOCUS
function topic-centred
course book
MEDIUM
teacher + colleague
video
audio
teacher + visual
teacher + FLA (or native speaker)
4
LEARNING EXPERIENCES
exploitation of presentation
practice in
linguistic competence
communicative competence
skill development
how to learn
5
INTERIM ASSESSMENT
to diagnose strengths and weaknesses in the teaching/learning process and possibly to redefine objectives
6
LEARNER-CENTRED ACTIVITY
to provide remedial work/activities
revision work/activities
extension work/activities
activities which develop autonomy
7
ASSESSMENT
speaking
listening
multi-skill
of linguistic and communicative competence by whatever means is appropriate; to include self-assessment peer-assessment
multi-skill
reading
writing
8
RECORDING/REPORTING ACHIEVEMENT
profiling for learners, employers, parents etc

CILT publishes Information Sheets entitled:
British publishers and distributors of books for language teachers (no. 24)
Bookshops and sources of supply for language teaching materials (no. 25)
Teaching Russian in schools: materials and sources of help (no. 78)
Magazines for language learners (no. 39)
Russian for adults: materials and sources of help (no. 77)

Single copies are available on request from CILT. Enclose a large s.a.e..

2. Scottish Consultative Council on the Curriculum*

This body mounts initiatives in Scotland to produce materials for both Standard and Higher grades (16+ and 17+ examinations) and will give information on what is available in the field of Russian (e.g. Пора! 1&2).

3. Association for Language Learning* (ALL) [of which ATR is a founding association]

Representatives should be able to suggest commercially available or privately published materials and/or put you in touch with colleagues who may be able to help.

4. Other schools and colleges teaching Russian

Contact colleagues directly, through the adviser or through ALL. They may be able to suggest suitable published materials. But beware! Another teacher's meat may be your poison! (cf. Evaluating published materials, below).

5. Bookshops abroad

Look at what is available for students of Russian in any foreign country you are visiting.

6. Reviews and journals

Look out for reviews of new text books/materials in the *Times Educational Supplement* and ALL journals/newsletters and in back numbers of these publications.

EVALUATING PUBLISHED MATERIALS

Look at published materials in as much detail as possible. A few hours spent in thorough evaluation could save you many hours later on, and years of frustration for you and your students.

If the materials fail to meet several of the criteria below, you may find that this will imply considerable extra work for you.

CRITERIA FOR EVALUATING PUBLISHED MATERIALS

- The book meets most of my and my students' aims and objectives.
- This book makes the learning objectives clear to both students and teachers. The objectives are realistic and have both short-term and long-term application.
- This book covers the majority of topic areas, settings, notions, functions, vocabulary and grammar points required by our syllabus.
- The materials cover adequately the four skill areas and encourage appropriate mixed-skill work.
- This book could be used as a main course book.
- This book could be easily adapted to suit our purposes.
- This book could be used as the basis for a course.

If none of the criteria above apply, look for something else now!
If most of the criteria above apply, read on!

- The methodology and teaching approach are close to mine.
- The materials foster communicative competence.
- The materials foster linguistic competence.
- The materials provide the students with plenty of activities for practising new language, structures and skills.
- These activities are varied and offer both quantity and quality of practice.
- The materials are graded in such a way as to meet the needs of my students:
  - rapid progression suitable for students following a two-year course;
  - even progression suitable for students following a four or five-year course.
- The sequencing of the materials fits my scheme of work well.
- The materials could be quite easily used in a different order.
- The materials could be easily adapted to suit my purposes.
- The materials could be exploited in a variety of ways, in addition to those suggested by the author(s).

→

- The materials lend themselves to exploitation at different levels and would be suitable for use with students of differing abilities.
- The materials include activities which revise topics, structures and vocabulary, taught in earlier units, on a regular basis.
- The materials are concerned with broad educational aims, e.g. fostering learner responsibility, attitudes of tolerance and co-operation and expanding horizons.

If none of the criteria above apply, look for something else now!
If most of the criteria above apply, read on!

- The language used in the book is authentic, contemporary and correct. There are few or no printing errors.
- The materials include authentic reading and listening texts and the tasks in each skill area are authentic too.
- The materials include activities which enable both learner and teacher to assess progress regularly and to build up a profile of performance.
- The materials are accompanied by tapes/cassettes.
- The listening material sounds authentic.
- The listening material also includes redundant language.
- The listening material could be a useful supplement to the main course we use.
- The materials are attractive and clearly presented.
- Different functions and topics are presented in a variety of contexts and settings.
- The materials give good insight into the culture of the Soviet Union and, at the same time, provide a sound and balanced view of it.
- The materials are concerned as much with the process of learning (gist extraction, analysis, interpretation, etc) as with the content (functions, grammar, vocabulary).
- The materials do not present stereotypes.
- The materials are not racist, sexist or ageist, nor are they biased towards a particular religious group.
- The students will enjoy using these materials.
- The teacher will enjoy using these materials.

Making your own resources 4

Application of the criteria in the preceding chapter will bring an awareness that published materials offer you the good, the bad and the indifferent - but never the ideal! Recognition that the ideal course book/materials are a figment of the publishers' imagination may reduce the stress level in the evaluation process, but it also brings with it the realisation that you are going to have to identify the gaps in existing provision and plug these gaps by making your own resources. Ask to use whole-day closures and departmental meetings for this purpose. Ask your ALL* region or branch to help organise meetings of local teachers of Russian. Make the most of opportunities to work with colleagues when devising tasks and thinking of ways in which to exploit authentic texts. You will be able to generate a wealth of good ideas by working collaboratively.

IDENTIFYING THE GAPS

The list which follows will help you to identify where the gaps occur.

FINDING AUTHENTIC MATERIALS

Listening and viewing

TV AND RADIO PROGRAMMES

Send for CILT Information Sheet *Broadcast resources for modern languages.*
For information on BBC broadcasts and publications write to: BBC, 35 Marylebone High Street, London W1M 4AA.
For details of Independent TV Broadcasts, contact the Education Officer for your local ITV contractor.

Details of forthcoming school broadcasts are sent to schools each year. Keep an eye on the *Radio Times/TV Times* and the Media and Resources sections in the *Times Educational Supplement* for details of broadcasts.

TOPIC	HOLIDAYS
NOTION	SIMILARITY/DIFFERENCE
FUNCTION	EXPRESSING PREFERENCE
GRAMMAR	FUTURE TENSE
SKILL AREA	LISTENING/SPEAKING, READING/WRITING
ACTIVITY	VOCABULARY LEARNING, PAIR WORK/GROUP WORK, HOMEWORK TASKS
GENERAL	FLASHCARDS, GAMES, OHP MATERIALS

SATELLITE TV

Send for CILT Information Sheet: *Satellite television: receiving and using broadcasts for language teaching.*

For up-to-date information on the Olympus Project write to: School of Languages and European Studies, The Polytechnic, Stafford Street, Wolverhampton WV1 1SB.

Consult *Making the most of satellites and interactive video*, Brian Hill, CILT, 1991.

Record suitable programmes and advertisements during visits to the USSR.

Exchange video and sound cassettes with a Soviet school. Ask your colleague in the USSR to record specific items.

Reading and multi-skill activities

A large number of Soviet newspapers and magazines are available through Collets*. Send for the catalogue and ask if the firm has any sample packs which will give you an idea of what the various newspapers/magazines have to offer. Spend some of your capitation or library allowance on subscriptions.

Subscription to the children's comic Давай is available through: Language Ideas, c/o B.E.B.C., 9 Albion Close, Ringwood Road, Parkstone, Poole, Dorset.

Send for CILT Information Sheet: *Magazines for language learners.*

Try to set up an exchange of materials with a Soviet class or school (cf. chapter 6). Students can swap letters, cassettes, videos, stamps, timetables, brochures, etc. Once a term ask students to bring in old comics, magazines, newspapers and send these, newspaper rate, to the USSR. Ask your Soviet colleague to do the same for you.

Develop a squirrel mentality and use any visit to the USSR (not necessarily your own) to build up a collection of items which might be useful in the classroom, e.g. hotel brochures, menus, theatre programmes.

USING AUTHENTIC RESOURCES

- Start with the task and not the text. Ask yourself, *'What do I want the students to do? Read for information? Read for pleasure? Read and do?'*

- Be prepared to spend a lot of time sifting through materials for a text to suit the task you have in mind. The larger your collection of materials, the easier this job will be!

- Don't be afraid to use semi-authentic, semi-scripted material if all else fails. Give the foreign assistant or native speaker a rough idea of what you need and let him/her do the rest.

- Look out for interesting texts, but bear in mind that what interests one person may not necessarily interest everyone else. One way round this problem is to provide a choice of texts for students to work on. Remember that the 'interesting' text may not fit into your syllabus, and too many 'interesting' but inappropriate texts may clog up the works.

- Never present students with an authentic resource (cassette, video or written extract), without first monitoring it yourself for suitability and possibilities of exploitation. Think of activities to do before, during and after work on the resource. See, for example, *Vidéothèque* (Language Teaching Centre*, University of York). Look at what has been produced for other languages, e.g. French, Spanish and English as a Foreign Language.

- Avoid turning a good authentic text into an excuse for a turgid grammar lesson. Try to make the students' response consistent with the intentions of the author and look for authentic reasons for reading/listening, etc.

- Don't be put off by the apparent difficulty of a text - length, complexity, redundant language. Students in the early stages of learning a language are tremendously motivated by being able to extract essential information from an initially off-putting text, provided it is inherently interesting (see example 1).

Now that you can recognise the Russian alphabet you should be able to read articles like this one from the Soviet Sports' Weekly.

Спорт за рубежом

Цена 15 коп. 9 (567) Издательство «Советский спорт».

ЧЕМПИОНАТ ЕВРОПЫ ПО ДЗЮДО

3—6 мая, Льеж (Бельгия)

До 60 кг: 1. Хазрет Тлецери (СССР); 2. Феличе Мариани (Ит); 3. Патрик Ру (Фр) и Хуан Сотильо (Исп); 5. Нейл Экерсли (Великобр) и Мариан Рыбицкий (Пол).

До 65 кг: 1. Марк Александр (Фр); 2. Ярослав Кжиж (ЧССР); 3. Лоран Шансон (Швейц) и Стивен Гоуторп (Великобр); 5. Корнель Шербан (Рум) и Сальваторе Росалия (Ит).

До 71 кг: 1. Тамаз Намгалаури (СССР); 2. Серж Дио (Фр); 3. Иштван Наги (Рум) и Хоакин-Луис Лоренте (Исп); 5. Йожеф Тот (Венг) и Штефан Штранц (ФРГ).

До 78 кг: 1. Нейл Адамс (Великобр); 2. Денеш Фогараши (Венг); 3. Юрий Меркулов (СССР) и Миншель Новак (Фр); 5. Роб Хенневельд (Нидерл) и Рамон Пинк (ГДР).

До 86 кг: 1. Виталий Песняк (СССР); 2. Роланд Боравски (ГДР); 3. Бен Спейкерс (Нидерл) и Петер Зайзенбахер (Австрия); 5. Фабьен Каню (Фр) и Марио Векки (Ит).

До 95 кг: 1. Гюнтер Нойротер (ФРГ); 2. Робер ван де Валль (Бельг); 3. Роже Вашон (Фр) и Роберт Кёстенбергер (Австрия); 5. Костель Нэфтикэ (Рум) и Иржи Сосна (ЧССР).

Свыше 95 кг: 1. Александр фон дер Грёбен (ФРГ); 2. Дитмар Пуфаль (ГДР); 3. Владимир Коцман (ЧССР) и Виль Вильхельм (Нидерл); 5. Алексей Тюрин (СССР) и Димитр Запрянов (Болг).

Открытое первенство: 1. Анжело Паризи (Фр); 2. Григорий Веричев (СССР); 3. Михай Чок (Рум) и Робер ван де Валль (Бельг); 5 Элвис Гордон (Великобр) и Альберто Рубио (Исп).

1. Which sport is being reported?
2. Which particular event does the report deal with?
3. Where and when did it take place?

Example 1

- Finding authentic material is often easier than devising authentic ways in which to exploit it. Ensure that the tasks based on your materials have a purpose which your students see as being meaningful. Ask yourself *'Why would someone want to do/know this?'*

- Don't be put off by all the 'don'ts' in this checklist! They are intended to be words of warning, not demotivating influences.

And talking of demotivation ...

COPYRIGHT

The bane of every teacher's existence and the cause of many a sleepless night.

The Copyright Licensing Agency Ltd* (CLA) provides information concerning rules and regulations.

Licensed copying - maintained schools and colleges are covered by a licence from the Copyright Licensing Agency. The licence allows you to copy, under certain specified conditions:

- up to 5% of a book published in the UK (there are several exceptions!), except in the case of a short story or poem which can be copied in its entirety provided it does not exceed ten pages in length.

- the whole or part of one article from a periodical, journal or magazine issue published in the UK (there are some exceptions!).

- up to 30 copies per page.

Permission to copy any of the excluded works or quantities in excess of the above limits must be sought from the individual publisher (see sample letter below).

VAAP*, the Soviet copyright agency, is very sympathetic to efforts to promote the learning of Russian outside the USSR. It will clear any request to use Soviet materials as long as the use brings no commercial gain to the user.

There go all your hopes of your first million. But seriously, the safest rule is - *'If you can't clear it, don't use it.'*

One way round the copyright problem is to build up a bank of, say, thirty texts. Rather than making copies, each student works on the original of a different text. Students then work through all the texts during the course of a term/year.

See 'Planning a reading programme' by Michael Buckby in *Developing modern language skills for GCSE*, Littlewood, W (ed), Nelson, 1989.

Dear Sir/Madam

Request for permission to make copies of copyright material

I am writing to seek permission to make .... copy/copies of the extract/article referred to below, in order that the extract/article may be used for the purposes of teaching Russian to students who are preparing for public examinations. I consider it important to expose the students to a wide range of written styles and to help them to develop skills which will enable them to understand Russian as it features in a range of authentic documents.

Author:

Title:

Periodical title:

Volume and date:

Pages:

Total number of pages in the article/extract:

I should stress that the copies would be made available to students for reference and activity purposes only, and would not be the source of any financial profit or gain to the school. The source of the extract/article would, of course, be acknowledged on all copies.

If I have not received a reply from you within six weeks of the date of this letter, I shall assume that no objection exists and that I have taken reasonable steps to obtain your permission.

Yours faithfully,

FINDING IDEAS TO DEVISE YOUR OWN TASKS AND ACTIVITIES

This usually involves:

★ on a higher level	-	team work
★ on a pragmatic level	-	pillaging and pirating
★ on a base level	-	claiming the results of production are yours alone!

- Members of your department will be willing to pass on hints/ideas of what works with students. Talk with them about their successes and failures.

- Ask for ten minutes to be set aside at the next departmental meeting in order to brainstorm ideas which may help you to find what you are looking for.

- Teachers of English and Drama may be able to suggest activities which develop different skills and involve different types of task and which can be easily adapted for use in Russian lessons.

- Find out the process skills which other departments or faculties in your institution try to promote. Devise language tasks to suit common purposes, e.g. problem solving, analysis, interpretation.

- Raid other courses/materials for ideas and adapt these to your own ends. Books for teaching English as a foreign language and materials for teaching other foreign languages are a particularly rich source of ideas for innovative task types and teaching methods. Ideas are not subject to copyright - so have one copy of as many books as possible.

- Shadow a student/class for a day or half a day, if your teaching commitment permits. You may be able to do this if you have a capable PGCE student on teaching practice. The exercise will give you tremendous insight into the total learning experience of students, especially in areas of learning difficulty, and will also inspire new ideas for tasks and methods.

- Invite other teachers into your classroom to evaluate your performance. Act on their advice. (Learning support teachers are particularly adept at pointing out where you're going wrong and what you can do to rectify matters.)

- Share your ideas for tasks with colleagues. One idea often sparks off another. This also establishes your reputation as being 'co-operative'.

- Try to relate everything you produce/do to broad educational aims. (See Suggestions for further reading, page 21.)

Technical matters

- Make sure that you have an adequate supply of essential equipment - paper, black and coloured felt-tip pens, scissors, Pritt-stick, Tippex, etc, plus access to a photocopier with enlarging and reducing facilities. Card and paper off-cuts are often available free from your local printer.

- Learn to love the word processor. Amstrad Locoscript 2 allows you to type in Cyrillic script. The Apple MacIntosh also has a Cyrillic font, and the quality of print looks very professional, especially if your institution has access to a laser printer. You can store all your materials on disk and make any alterations in the light of experience without needing to start again from scratch. You can also update materials from year to year.

- File all authentic sources you find under headings - topic areas, functions, grammar, text book units.

Ideally you will need suspension files in at least two filing cabinets, but you can make your own storage system using sturdy cardboard boxes and a plentiful supply of document wallets. Most stationery suppliers also stock A4 boxes which are ideal for storing more bulky materials. Write for the *Neat Ideas** catalogue.

- Pay attention to layout and presentation. Don't be tempted, in the interests of economy, to crowd too much text onto one worksheet. Make use of space and frames to highlight important text (see example 2).

- Use Tippex to go round the edges of any cut-outs you paste onto the worksheet. This prevents shadowing.

- Buy the *Instant Art* collection which is copyright free. Simply find a suitable picture, photocopy, cut and paste. *Instant Art*, Le Tissier, D, Graphic Books International. ISBN 0 86250 001 X (Vol 1), 0 86250 002 8 (Vol 2).

match it

Write the correct word next to each picture.

нож шахматы газета хлеб
яблоко книга гитара
деньги самовар ручка

1 .....

6 .....

2 .....

7 .....

3 .....

8 .....

4 .....

9 .....

5 .....

10 .....

Example 2

- Buy Andrew Wright's book *1,000 pictures for teachers to copy*, Collins (1984). This is the language equivalent of *Instant Art*.

- File one copy of each task centrally so that all members of the department have access. File under topic area, skill area, function, grammar point, text book unit - whichever is applicable, and all five if necessary.

- Evaluate each task as you use it and write a comment for the central file.

Use coloured dots and symbols to denote the skill, year, ability group, etc the task is designed for. Some tasks may be suitable for use with a high ability third year group and/or with a lower ability group in the fifth year, so it is important that your coding system also indicates which groups a task has been used with. Nothing is more discouraging to a lesson plan than a chorus of *'We did this with Mrs D when we were in third year'*.

Advanced technical matters

- Managing teaching is easier if all tasks are arranged on a self-access basis.

Colour-coding according to skill, topic area or task difficulty, etc will enable learners to help themselves to appropriate tasks. For this you will need coloured card, which you can buy for photocopiers, and something like *Transpaseal* to prevent damage caused by excessive handling.

- Putting all tasks available into a computer database will make the job of retrieval quicker and less frustrating. Consult computing colleagues as to how this might be done.

Suggestions for further reading

General - language learning

Clark, J and J Hamilton *Syllabus guidelines part 1: communication*, out of print, CILT, 1984.

Hawkins, E *Modern languages in the curriculum*, CUP, 1987.

Hill, B (series editor) *Making the most of ...*, CILT, 1989-1991. Six titles on: *Video, IT skills, Audio, Video camera, Satellites and Interactive Video, Micro-computers.*

Johnstone, R *Communicative language teaching in practice*, CILT, 1988.

Littlewood, W *Communicative language teaching: an introduction*, CUP, 1981.

Littlewood, W (ed) *Developing modern language skills for GCSE*, Nelson, 1989.

TEFL sources

Brown, G and G Yule, *Teaching the spoken language*, CUP, 1983.

Byrne, D *Teaching writing skills*, Longman, 1979.

Grellet, F *Developing reading skills*, CUP, 1981.

Klippel, F *Keep talking: communicative fluency activities for language teaching*, CUP, 1985.

Ur, P *Discussions that work: task-centred fluency practice*, CUP, 1981.

Wright, A, D Betteridge and M Buckby *Games for language learning*, CUP, 1984.

5 Managing learning

Then...

Picture the scene. A group of highly-motivated, academically able learners file silently into the classroom, take their seats, assemble before themselves the paraphernalia they are likely to need during the lesson and sit back to listen, with rapt attention, to the words of wisdom emanating from the teacher's lips. Occasionally throughout the lesson the teacher will invite the learners to speak, but this will usually be to check comprehension and/or attention and will not normally provide learners with the opportunity to express opinions or to make choices. In fact, any demonstration of divergent thinking will be firmly nipped in the bud by the teacher with whatever means are at her disposal.

The good old days? Or bad old days? Whatever your personal view, one fact must be clear to you - they **are** the old days and times have changed.

...and now

Educational thinking and research in recent years have established two major changes in classrooms throughout the UK.

1. There is a change in the composition of teaching/learning groups. No longer are these necessarily homogeneous; they are likely to span widely differing levels of ability, types of learning difficulty, even stages of learning.

2. There is a change of emphasis - a previous focus on teaching has shifted to a focus on learning.

These two changes have, in turn, created the need for changes in:

★ teacher/learner relationships;
★ classroom practice and methodology;
★ the use and organisation of resources/classroom organisation.

So much change that you can be forgiven for seeing your educational self as a manager of change. If this is true, the term 'manager of change' is too vague to be of practical assistance. It might catch your eye in the job advertisements in the *TES*, punctuating meetings with it might even win you a few Brownie points, but knowing of its existence is not going to help you 'manage' the reality - the class in front of you.

Education is basically all about teaching and learning - and your management of these two processes. The previous chapter gave some thoughts on how you could manage teaching; now let's look at how you might manage learning. But before we explore the 'how', let's look at 'why' we need to do so in the first place. And to examine the reasons for change, we need to look more closely at the two changes mentioned above.

CHANGES IN COMPOSITION OF CLASSES

The cultivation of diversity is essential, not only for the growth of society, but even for its survival. (René Dubos)

The practice of setting or streaming learners is not as widespread as it was previously. Nowadays it is by no means the norm for students to be placed, at an early stage, in separate classes of high, middle and low achievers.

There is more than one reason for changes in the composition of classes. Some institutions have an ethos and philosophy which discourages setting and streaming in favour of mixed-ability groupings. It is not the purpose of this book to give the educational and social arguments for

and against mixed-ability teaching. Suffice it to say there are two fields of thought - one which believes that mixed-ability classes enable learners to work in a spirit of co-operation, understanding and tolerance, while preventing the too-early categorisation of slower learners becoming a self-fulfilling prophecy; another which believes that mixed-ability classes discriminate against the most able and constantly confront the least able with failure.

Whatever your own beliefs and whatever the philosophy of your institution, you will be expected to acquire the skills necessary to teach across the full range of ability, whether in the same class or whether in accepting your share of high, middle and low ability sets.

Let's face it, **every** class is a mixed-ability class, the real question is the **degree** to which it is.

As pragmatism is something which every teacher learns early on in her career, there is another, perhaps more compelling, reason for accepting the concept of the mixed-ability class. The teacher of Russian who has just gained a foothold in the curriculum - in either secondary or further education - is, for a start, not likely to be catering for numbers which justify setting or streaming within a year group. Furthermore, the effects of falling rolls, an overcrowded curriculum, the rationalisation of classes and your survival instincts - which tell you demand must be met at all costs - will mean that at some point you may entertain within the one group not just learners of different abilities, but learners at different stages of learning.

Come now, the last chapter told you, if you needed to be told, that teaching isn't an easy job.

CHANGES IN EMPHASIS

The only man who is educated is the man who has learned how to learn: the man who has learned how to adapt and change: the man who has realised that no knowledge is secure, that only the process of seeking knowledge gives a basis for security. Changingness, a reliance on process rather than upon static knowledge is the only thing that makes sense as a goal for education in the modern world. (Carl Rogers)

In the extract above, Rogers supports that body of thought which sees as a major aim of education the development in learners of learning strategies. The argument is that, as teachers, we have assumed that teaching makes learning happen, whereas in fact learning can be done only by a learner, not to or for a learner. If this strikes chords of familiarity, ask yourself how often you've said in exasperation to a lazy student, 'I can't learn it for you!'

Promoting in students the ability to 'learn how to learn' implies shifting emphasis from the teaching of content (Rogers' 'static knowledge') to the teaching of process (the ways in which skills are acquired); of evaluating/reporting progress in different terms. Not claiming 'I've taught Unit 9', instead saying, hand on heart, 'My students know how to apply the content of Unit 9 **and** the process by which it was learned.'

Education will never deny the importance of content. How can it, when process learning relies so heavily on content learning? What is important is the realisation that **exclusive** content learning does not inevitably lead to good process learning.

Enough, I hear you say, of all this theory. Where's the practical advice this book promised?

It's coming now!

So how do you accommodate changes in the composition of student groups and in the shift of emphasis from teaching to learning, from content to process, to take account of speaking, listening, reading and writing - four separate, though interdependent, areas of your professional activity?

TEACHER/LEARNER RELATIONSHIPS

The opening scenario caricatured teacher/learner relationships in the past: passive students completely dominated by the authority and knowledge of the teacher who was in total control of all classroom activity - input and output.

Such a scenario is enacted today in few classrooms in the UK. One of the reasons for this is a different social attitude to authority: no longer is authority the right of a teacher.

A second reason is learners', especially young learners', expectations of their education. They want to be involved - to be active - and are likely to be fairly intolerant of a teaching style which requires them to be immobile for long periods of time, soaking up pieces of knowledge which, to them, are unrelated and without a context. More mature learners - i.e. adult learners with

memories of the 'passivity' of their schooling - will undoubtedly be more tolerant.

Successful classroom relationships rely increasingly on the teacher's ability:

- to adapt to, and accept a change of role; and
- to treat each learner as an individual rather than as a part of a teaching group with common characteristics which, consequently, can be taught by common methods.

Today's teacher must be prepared to relinquish her position as arbiter of all classroom activity and become instead a facilitator. This means you have to let go of control, cease to be the dominant and dominating influence and **share** decisions on what goes on in your classroom with students.

[There may, at this point, be some confusion over the word 'control'. Control here applies to decision-making about what and how students learn during class time. It does not refer to discipline, and it is certainly not an invocation to indiscipline. You as a teacher know that learning can take place only if certain 'disciplined' conditions prevail.]

Consider the following formula:

> Consultation + discussion + negotiation = commitment + responsibility.

If students have commitment to and responsibility for what they learn, their learning is more likely to be effective.

The formula does not necessarily mean that you as a teacher give up all rights to self-determination, or more properly, all rights to syllabus contribution. There are here, as in everything, degrees of interpretation.

Sharing ownership of the syllabus with students means both parties contribute to its development. The teacher may retain responsibility for the overall syllabus framework - the long-term plan. Students, however, can contribute to that framework on the basis of their own needs and interests. Let's say you present to students your ideas for the next unit of work - these could be a topic area (leisure) or a language function (making arrangements). Then consult and invite students to make suggestions for activities, vocabulary, grammatical structures which could be incorporated into the unit, e.g. *'What might you want to say about 'leisure' and where or how might you want to say it?'* There follows between you and the students discussion of the appropriacy and validity of the suggestions, and negotiation of their inclusion or exclusion.

You were exhorted in the last chapter to consult and brainstorm with colleagues. This chapter attempts to convince you that the same long-term advantages will accrue if you try similar procedures with students. In the doing there's little to lose, and a lot to gain.

Sensitivity has always been a vital requirement of teachers, even though it may tend to evaporate towards the end of term. But changed relationships with students call for even greater reserves. You must be sensitive to:

- individual needs;
- individual differences in learning styles and rates of learning;

and concerned to encourage students to:

- develop their own learning strategies;
- take responsibility for their learning;
- be self-pacing and self-assessing.

Some students experience considerable anxiety when they encounter difficulties in learning, especially if others in the class seem to be having no problems. Pride will often prevent such students from admitting to difficulties and asking for help, and consequently the difficulties increase.

This situation is more likely to occur with younger students who have a highly developed sense of competition. Seeing classmates who learn with ease and at a faster rate can arouse feelings of inadequacy, even failure. It is a good idea to discuss with younger classes, at the very beginning of your 'relationship', the notion that people learn at different rates and that everyone at some point will experience some form of learning difficulty. Speed is not important, nor are the difficulties if they are overcome. What is important is that learning does take place.

Getting to your destination is more important than the actual journey time. Success is important to all learners - it increases self-image and promotes confidence in learning. So it's vital to set realistic targets for students and to fix a limit on the amount of time you estimate the **whole** class will take to reach the targets.

Young students are notoriously impatient. Three weeks to them is an eternity and they are more likely to be motivated by, and committed to, short-term targets.

The PROGRESS CARD (on p 26) shows students where success can lie and in general is a very valuable support to learning:

- By making explicit the objectives for a unit of work you show students what they're aiming for.

- The student/teacher columns help learners monitor progress and monitor it realistically. When they can do an item on the card or they have completed an activity, they put a tick in the student column. They then ask one of their peers to confirm their self-assessment by testing them on the item/checking the activity. If the classmate is satisfied, he/she initials the tick.
  When students are super-confident, they can submit themselves to the teacher for assessment. And if the teacher can't endorse the tick...? Look out, the owner of the initials!

Self-assessment, backed up by peer and teacher assessment, asks all parties concerned to assess students against a set of criteria, even if this is on a very basic level, e.g. can the student count from 1-100 or not? This form of assessment is more positive and consequently is more likely to lead to successful and stress-free learning than norm-referenced assessment, where student performance is judged in relation to the performance of other students.

- When completed, the progress card provides students with a record of their work and a revision aid.

But beware, a badly designed progress card can cause more problems than it solves. If it lists nothing more than items of grammar or vocabulary, the students who have collected their quota of ticks and initials on it may have conned themselves - or more properly been conned by you - into thinking they can speak Russian. But can they do anything with the items of grammar or vocabulary? Can they sustain a conversation, complete a communicative task?

Ask students to imagine they are giving a dinner party and have made a list of all the food and drink they will need. They go to the local supermarket. When they've put all the items in the trolley and ticked them off on the list, do they stand at the check-out telling themselves what a success the dinner party will be? Or do they know that success depends on the ability to combine all the separate items into something edible? And so it is with items on a checklist. Even better than the supermarket story is putting on the progress card a purpose for learning disparate items - a communicative task which calls for their practical application.

PERSONAL PROGRESS CARD UNIT 3

			Student	Teacher
		I CAN		
ITEM	1.	give the present tense of Russian verbs	____	____
	2.	say what I do on a day of the week	____	____
	3.	say what I do in a month of the year	____	____
	4.	say what I do at a time of the year	____	____
	5.	say at what time of day I do an activity	____	____
	6.	say where I am going and when	____	____
	7.	find out what someone else does on a day of the week/in a month of the year/at a time of year/at a time of day	____	____
	8.	find out where someone else is going and when	____	____
TASK	1.	give my plans for the week	____	____
	2.	find out someone else's plans for the week	____	____
	3.	make arrangements for an outing with my friend	____	____
	4.	listen to the programme for a week's holiday in the USSR and write a letter to my parents, IN ENGLISH, telling them what I will be doing	____	____

EXTRA ACTIVITIES

Make a note below of what other activities you did during Unit 3

PERSONAL PROGRESS CARD UNIT 3

At the end of Unit 3 I think I can do the following:

Student ----------

Classmate ----------

Date ----------

At the end of Unit 3 my teacher thinks I can do the following:

Teacher ----------

Student ----------

Date ----------

I have read the above and have discussed it with ----------

---------- thinks your view of his/her progress is accurate / not accurate

I would like to talk to you and the school on this subject YES ☐ NO ☐

I would welcome an immediate notification if ----------
experiences learning difficulties, loses interest or motivation or becomes disruptive.

Parent ----------

Date ----------

CLASSROOM PRACTICE AND METHODOLOGY

Recognition that every class is to some degree mixed-ability might be one reason for the recent swing from teacher-centred to learner-centred education. Expository class teaching - teacher imparting 'static knowledge' to class - is not always as effective as the teacher might wish and very often the only successful learning which takes place is inside the head of the teacher who nevertheless knows that no-one of whatever ability, or whatever stage, is deriving maximum benefit from the experience (and that includes herself!).

Why is this so? In any class, teacher input is normally aimed at the middle of the ability range. Consequently, maintaining the interest, attention and comprehension of the whole class is a risky business. Slower learners often cannot keep up with the pace, and quicker learners become bored by endless repetition of something they assimilated three lessons ago. And the result? - disaffection for all, with slow learners, and even some quick learners, showing displeasure and inability to cope (in whatever sense) by disruptive behaviour, and the majority of quick learners switching off at yet another explanation and never switching back again. And what of the target audience - the average ability students? The content, pace, teacher expectation may be pitch perfect for them but they are aware of their classmates' frustration - and frustration can be catching!

Lock-step teaching, or forcing all students to simultaneous progression through the syllabus, is at war with a concern to cater for individual

- needs and interests
- rates of learning
- difficulties in learning.

If concern is to be supported by positive action, then there must exist in the classroom student materials for:

paired, group, individual } activities on different levels of difficulty

for practice in { speaking, listening, reading, writing, grammar } skills

Furthermore, it is important that the materials create conditions where:

- learning difficulties can be diagnosed and hopefully remedied;
- able students can maximise their potential;
- new language can be combined with old and applied to real life, not practice, situations.

This is undoubtedly rather a tall order but there are some short cuts.

- With speaking and writing (i.e. creative writing) activities, the task itself can often be the same for all levels: differentiation is achieved in student performance, e.g. fluency, appropriacy, accuracy.

- With listening and reading activities, the same stimulus can be used for more than one level: differentiation here is achieved by the nature of the task - for less able students questions which direct them to specific items of information, for the more able open-ended questions which give no help in extracting the information (see example 3).

If the easier task is put before the more difficult task, then some lazy but more able students may choose to conserve energy by doing the easier task. Encourage them to work quickly through the easy ones and move on to the harder tasks. If this fails, you can tell yourself that at least such students have had the opportunity to attempt the more difficult task. In private you can discuss with them how they are failing to achieve maximum potential and encourage them, next time, to be more realistic in their choice of task.

The benefits of having such banks of materials are enormous. As well as giving the teacher greater opportunity for effective monitoring and managing of students' learning, it also attempts to promote in students themselves independence (to make choices about activities, to work at their own pace and level) and co-operation (from working in pairs or groups).

There are, however, some potential problem areas in their use which it is as well to know about. Forewarned is forearmed.

- With paired and group activities there is a danger that a different lock-step progression will develop, where pairs or groups march in time with each other and not necessarily at their own pace.

Your Russian penpal has sent you a poster advertising a 'Праэдник' in his home town of Луга on February 26 1984.

1. Where was the 'Праэдник' staged?
2. What competition took place and which TWO countries took part?
3. Which people received prizes?
4. Which event began at 1 pm?
5. What could your penpal have spent his money on?

Your Russian penpal has sent you this poster. You put it up on your bedroom wall. Not unnaturally your mother wants to know all about it. Tell her what happened in Луга on February 26 1984.

Example 3

Insist that pairs and groups keep changing personnel and form on the basis of the chosen activity and not solely on the grounds of either friendship or security. While it is obviously vital that students feel secure in their learning, they must also be encouraged to take risks and push themselves to the limit of their ability.

- Another argument in favour of changing pairs or groups regularly is that it discourages the creation of pidgin Russian, a form of language totally intelligible to members of the pair/group but absolutely impenetrable to you and even the most tolerant native speaker. The greatest deterrent to pidgin Russian is of course regular teacher participation in, or monitoring of, pair/group work. Though there is a temptation to devote most of your time and attention to students who are having difficulties, there can be no telling what atrocities Russian is being subjected to while your back is turned!

- Offering students a choice of activity does not necessarily mean they will choose a balance of activity. It is important for their language development that they have practice in all skill areas and not just those they are good at. Keep an eye out for the shy students who try to avoid speaking tasks and get them to speak to you during pair/group work until your praise and encouragement have instilled enough confidence for them to work with peers.

- Beware the dangers of extremism. Mismanaging the approach described above, or using it all the time, sentences students to 'death by 1,000 worksheets.'

Great care and imagination are needed in devising a **variety** of types of task and student response and not just a collection of worksheets which require students to write long screeds in English. Listening and reading comprehension can be checked by means other than written responses, e.g. students listen to or read instructions on how to wire a plug and then go ahead and do it. In this instance unsuccessful task completion will be immediately visible **and** audible!

- Creating opportunities in the classroom for different and differentiated activities does not preclude whole-class activity where the teacher is interacting with the whole class simultaneously. Backed up by appropriate visual and audio resources, teacher to class presentation is still the most cost-effective way of introducing new language and practising it in the initial stages before language difficulties become apparent.

Teacher to whole-class dialogue along with sound and video recordings provides a model for speaking Russian which, hopefully, will be imitated in paired or group speaking activities. And if you belong to the body of opinion which believes in using Russian as the medium of classroom management, then whole-class time gives the added advantage of exposing students to unprocessed language. **Students** will have to develop listening skills to a high degree - to extract the gist, search for overall meaning, interpret and analyse. **You** will have to develop skills of paraphrase, gesture and mime. But just when you think your dramatic talent will desert you, one student will make the effort worthwhile by surprising you with the use of language you know you haven't taught. He/she has learned it by listening, internalising, then experimenting. Receptive understanding, in young learners especially, can be high - take full advantage of it.

- A sensitive attitude to error is essential if confidence in learning is to survive. **Students** must recognise the difference between language practice activities (where accuracy is important) and communicative activities (where conveying meaning is the crucial factor and not the number of wrong agreements, case endings, etc). **You** must learn, especially during communicative activities, to hold your tongue, while at the same time taking a mental or written note of what mistakes are being made to use as a basis for future teaching and learning.

USE AND ORGANISATION OF RESOURCES/CLASSROOM ORGANISATION

The approach to learning described above makes heavy demands on resources. The items listed below will make the task of implementing different, and differentiated, activities easier. But please bear in mind that the lists apply to an ideal situation. And which of us works in an ideal situation? Prioritise purchase of items according to your methodological approach, personal style and, of course, financial budget.

Software

- ★ student materials
- ★ recorded audio and video cassettes
- ★ blank audio and video cassettes on which students can keep a record of their progress
- ★ filmstrips, slides
- ★ computer programs, blank disks

- ★ OHP transparencies and pens
- ★ course books, readers, magazines, newspapers
- ★ wall displays (e.g. to highlight new language, give instructions, chart learner activity/ progress)
- ★ flashcards
- ★ scissors, glue, coloured pencils

Hardware

- ★ cassette/tape recorders
- ★ listening centres and headphones
- ★ OHP
- ★ video recorder and camera
- ★ slide projector
- ★ computer/word processor (for student and teacher use)

People

- ★ foreign conversation assistant, native speaker, senior pupil (to help with materials development, presentation of new language, monitoring of learner activity);
- ★ learning support teacher (to advise on appropriacy, lay-out etc of activities);
- ★ and of course yourself, your classroom and your students.

Ideally you might also find a use for:

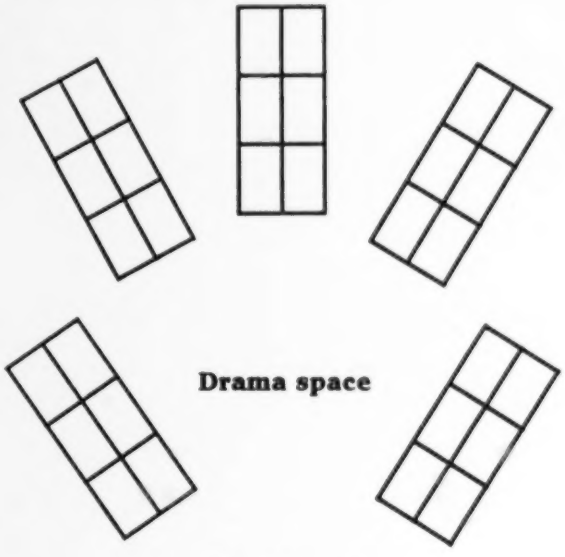
- ★ satellite dish and video editing facility
- ★ audio-active peripheral wall units (to replace fixed language laboratory)
- ★ database for all self-access materials (e.g. QUEST chip fitted to microcomputer)
- ★ electronic mail box (modem attached to computer and access to external telephone line necessary)

Unlimited amounts of paper and card are an assumed resource! And do remember these are often available free as 'offcuts' from your friendly local printer.

Laying hands on resources may seem a Herculean task - which pales into insignificance when you consider organising the resources. Accessibility and familiarity are essential to the smooth running of the classroom. Students must know where to find and how to use resources, otherwise your valuable time will be eroded: you'll be plagued constantly with requests for equipment, activities, repair - when you're really needed to help individual students with their work.

All software, plus the bank of student materials, must be clearly labelled and strategically placed so that students can find them easily. They can be stored in document wallets, bankers' boxes, wire trays, even the lids of boxes which the A4 photocopying paper comes in. Much depends on available finance. Spending time on explaining to students where the software is located is time well spent - as is underlining the necessity for everything to be returned to its proper place. Students must be able to find, set up and operate the hardware - as well as respect its need to be treated delicately. Again, any time spent on explanation is not wasted. But many students have their own cassette and video recorders, computers, etc at home and are well accustomed to their use. In fact young learners, as part of the technological generation, may well display a proficiency which surpasses your own!

The last word on organisation of resources concerns classroom seating arrangements. Desks arranged in single or double rows facing the blackboard pre-suppose a methodological approach which is teacher-centred and which will hamper effective group interaction and activity. Though there are variations (see Pattison, P *Developing communicative skills*, CUP, 1987), arranging desks/tables in groups of six so that no student is sitting with his/her back to the blackboard - and therefore presumably to the teacher when she is addressing the whole class - can work very well. For a class of 30, desks/ tables can be arranged thus:



The contents of this chapter will, almost certainly, have caused as many moments of agony and self-doubt in the reading as in the writing. But effective management of learning is even more crucial than effective management of teaching. Learning, or rather the ability to learn, is at the centre of our society, culture and educational service. Successful management by the teacher will result in the development in students of successful learning strategies which can be transferred to a variety of social, cultural, educational and linguistic contexts.

Students will be better able to cope with the ever-changing pressures and shifts of focus in society if they can be helped to a recognition that learning does not end with compulsory education, but is a life-long process.

Foreign language teachers can lead students not only towards communicative competence in the first or second foreign language, but also towards an awareness of all language, a tolerance of other cultures and the ability to transfer acquired skills and attitudes to the learning of other languages, an ability which will become increasingly important to economic welfare and political understanding.

There have been many great philosophers but the one who has encapsulated the essence of this chapter is Confucius, who said: *'Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime.'*

Suggestions for further reading

Geddes, M and G Sturtridge, *Individualisation*, Modern English Publications, 1982.

Rogers, C *Freedom to Learn*, Merrill Publishing Company, 1979.

For storage of self-access materials, send for the *Neat Ideas** catalogue.

5 Bringing the country into the class

Now we come to страноведение.

This section offers suggestions to help you to create a Russian atmosphere in your classroom and to integrate learning the Russian language with learning about the USSR.

Our longer-term aim is to take our students on a school trip or exchange visit to the USSR, so that they can use their Russian and gain direct experience of the country at first hand.

In the meantime, all our learners, especially the younger ones, expect immediate and continuing interest and satisfaction from their Russian lessons, day by day, in school.

THE RUSSIAN CLASSROOM

When your students walk through the door and see a display of visual material which is colourful, attractive and informative, the walls give out the clear message that:

★ Russian is the living language of a country and people;
★ you have enthusiasm for Russian language and culture which you want to share;
★ you are going to do your level best to make lessons interesting and enjoyable.

The essential prerequisite for this is that you should have your own language teaching classroom, or at least share one with another teacher. If this is not the case, then press hard to change the situation. It is simply not reasonable that you should be required to teach Russian lessons in a variety of different rooms.

The next need is for a good area of pinboarding in the room. Your precious stock of visuals will have a much longer life if they are pinned up, rather than stuck to the walls with blu-tack.

The impact and effect of the display will be greatly enhanced if the learners participate in setting it up and contribute to it.

- Encourage volunteers to help you mount new displays regularly.
- Include displays of students' own work, which they can take pride in.

Organise the display carefully.

- Allocate parts of the room for visual material relevant to current topics which can be exploited in lessons.
- Leave spaces for blu-tacking flashcards around the room in day-to-day lessons. (The walls are a valuable teaching resource, like the blackboard or OHP). For example, students can point to picture cards of places or get up and go to them, which is a great help in role-play when asking for directions.

The next consideration is how you obtain the visual material for display. This is where the hamster/squirrel/magpie syndrome comes in ...

You need to build up a collection of posters, maps, brochures, postcards, advertisements, realia, etc from any available source.

- On visits to the USSR, as PGCE students or teachers, you will want to acquire visual and authentic source material from places such as Дом Книги, Интурист Аэрофлот, Союзпечать, Берёзка and other shops, post offices, your hotel, schools visited, cafés, theatres, etc. Depending on your current degree of syndrome, you may also want to spend exhilarating moments pressing food packets flat, or gently paring labels off bottles under a hot water tap ...

- Back in the UK you can regularly scan the Collets* catalogues for new visual aids and background information material; select pictures from Soviet magazines; gather advertising

brochures and leaflets for, e.g. Russian cars, cameras, watches from UK dealers.

- If you have well-established personal contacts or class links with a school in the USSR, the task of acquiring your hoard of Russian paraphernalia will be considerably easier. You can arrange a hamster-to-hamster exchange.

Here is a checklist of suggestions for the kind of materials you can include in your display.

★ Posters

- A wide range of posters and other material can be purchased very cheaply in Moscow, e.g. at Дом Книги on Prospekt Kalinina, and other shops on the Arbat and Kutuzovsky Prospekt.
- Aim for variety and diversity. As well as the usual historical, political and social плакаты, collect posters on travel and different regions and cities of the USSR, sport, Russian souvenirs, churches, space exploration, theatre, ecology, school and education, writers and composers. Some of the current *perestroika* posters are quite humorous.

★ Maps

For display and use at appropriate times:
- map of the world (preferably in Russian);
- political map of the USSR;
- relief maps of the USSR showing natural zones and geographical features;
- street map of Moscow;
- plan of the Moscow metro.

★ Flags and emblems

- Do you have a real flag of the USSR, large or small?
- A sample of the flags and emblems of the constituent republics of the USSR on poster sheets, e.g. Estonia, Georgia and Uzbekistan, will give your class an illustration of the diversity of peoples and languages within the borders of the USSR, as well as being colourful.

★ Travel brochures

- Moscow, Leningrad, Kiev, Tallin, Black Sea holiday resorts, Bukhara and Samarkand, Lake Baikal, the Trans-Siberian Railway, etc.

★ Postcards

- As well as views of Moscow and other cities, collect interesting sets on the treasures of the Armoury, national costumes, Russian and national dishes, Palekh miniatures, Vladimir and Suzdal, the Hermitage, etc.

★ Magazines

- Select pictures from magazines and file them under themes, so that you have them ready when you want to mount a new display or produce a set of flashcards for a topic you are about to present.

★ Calendars

- Purchase an illustrated Russian calendar. Choose one with interesting photographs of cities, landscapes, flora and fauna over the seasons of the year.
- Make a classroom calendar from strips of card: date, days of the week, months. Encourage students to act as monitors and change the date from lesson to lesson.

★ Greeting cards

- Birthday, wedding, invitations, congratulations;
- New Year, May Day, International Women's Day, Anniversary of the Great October Socialist Revolution, Victory Day;
- cards for other special days in the Soviet calendar: Cosmonaut's Day, Teacher's Day, etc;
- invite your class to make Christmas and New Year cards of their own to contribute to the display.

★ Russian alphabet

- Purchase a chart of the Russian alphabet for display and reference in class (available from Collets*).
- When using your handwritten/printed/picture alphabet flashcards to present and practise the alphabet, keep some of the letters on display around the room.

★ Signs, captions, notices, advertisements

- Make signs on strips of card, e.g. вход, выход, нет входА, не курить
- Write captions to some of your display material, labels to objects in the room or flashcards of vocabulary.
- Put up various notices you have collected, advertisements from magazines for Aeroflot, Elektron TVs, shampoos, illustrative material on fashion or developments in new technology, the

Russian space shuttle, etc as appropriate to the level and interests of your class.

★ **Pupils' own work**

Learners of all ages and abilities appreciate seeing their own work displayed in the classroom. This could include:

Draw and write: Younger learners enjoy producing an illustration and caption on topics of close personal interest to them, e.g. their birthday, pets, favourite sports or hobbies, on a sheet of A4 paper.

Collages: Groups of students produce a poster using visual material from your file collections on particular topics, e.g. Russian winter, sport in the USSR, the Moscow Kremlin, Russian souvenirs, etc.

Projects: Older students can be encouraged to carry out more ambitious project work on the 1917 Revolution, leisure interests of young people in the USSR, Soviet education at school or university, the Pioneer and Komsomol organisations, etc. (You may find the suggestions and guidelines on organising project work contained in Part 2 of Первый Диалог to be helpful, whether or not you are using the coursebook.)

SUPPLEMENTARY TEACHING RESOURCES

As well as your Russian classroom, you obviously need a good selection of teaching materials which provide up-to-date information about the USSR through visuals, authentic texts and tape recordings.

In Chapter 3, we indicated sources of published coursebooks, ancillary teaching aids and teacher-produced materials.

Here we suggest some other individual sources of supplementary teaching material which are relevant to bringing the USSR into the classroom.

★ **Realia**

Real objects, which students can handle, possess a strong psychological attraction and are invaluable props for adding a touch of sparkle or realism to role-playing activities such as shopping or telephone conversations.

- Collect Russian food packets, chocolate boxes, chewing gum, washing powder cartons, etc on your visits to the USSR.
- Bring in Russian souvenirs, records, playing cards, badges, sets of stamps. Young learners delight in counting to a матрёшка, as the dolls get tinier and tinier.
- Have you somehow managed to acquire some Russian coins? Is it feasible for you to photocopy loads of paper roubles?
- Keep your programmes when you watch Spartak, go to the Bolshoi or have a night at the circus in Moscow, and hang on to theatre and bus tickets.
- How about a glove puppet? For example, a Russian Basil Brush, squirrel or Misha bear to hold conversations with pupils.
- Complement your Russian objects with discarded equipment from home, e.g. that old watch, calculator or Brownie camera that doesn't work any more. Beg or buy plastic fruit from a local greengrocer. Borrow from the toy box.

  (If you haven't yet contracted hamster syndrome, you soon will, once you get onto this tack!)

★ **Flashcards**

The humble flashcard is a most valuable and versatile teaching aid, but there is relatively little of this kind of material available commercially for Russian, and you will need to make some of your own.

- For those which should be Russian-specific, e.g. places or occupations, get busy with the Prittstick and your files of pictures culled from Soviet magazines.
- For others, e.g. pets, everyday objects, use any commercially available cards, pictures from UK magazines or quickly produce your own illustrations with felt pens.

A Russian картинный словарь, children's picture books and *1,000 pictures for teachers to copy* (Wright, A, Collins ELT) are useful resource books for this.

★ **Slides**

- Photographs you have taken yourself and can use to talk about your own personal experiences on visits to the USSR may well be the most interesting.
- Sets of slides are commercially available in souvenir shops in the USSR or from Collets.

БОЛЬШОЙ ТЕАТР
БАЛЕТ
"ЩЕЛКУНЧИК"
Шишкин
МИШКА
ЛЕНИНГРАД · LENINGRAD
«МАЛЫШ И КАРЛСОН, КОТОРЫЙ ЖИВЕТ НА КРЫШЕ» ПОВЕСТЬ АСТРИД ЛИНДГРЕН
1991
ЛЕНИНГРАД
город морской славы
CYRILLIC ALPHABET
Collets

★ Radio, TV, videotapes

- The BBC series *Russian language and people* has proved very popular in schools and adult education.
- Check out what other programmes for Russian are scheduled on radio or TV for the current year.
- Watch out for topical documentaries, Russian films, performances such as the Moscow State Circus or a Chekhov play, which you could recommend your class to watch on TV.
- The videotape Добро пожаловать! (produced at the Pushkin Institute and available from Collets) provides lively cartoon films.

★ Games

- Russian lessons should be fun, as well as challenging and educational. Русский Язык has recently published new teaching aids, including games and activities for a Russian evening.
- Make other games, e.g. matching and picture/money/clock/colour bingo games on cards.

★ Songs, poems

- These are memorable aids to teaching. Build up a collection of traditional Russian folk songs, popular music, авторские песни and poetry readings. How does your class react to current Russian rock music?

★ Reading materials

- You may need to collect an additional supply of authentic texts, especially up-to-date topical material for more advanced learners, from Soviet newspapers, magazines and periodicals, e.g. Комсомольская Правда, Огонёк.
- Keep samples of magazines for 'browse reading' in your Russian classroom.
- Build up a supply of varied and graded reading material in your stock cupboard.
- Ensure that the school library contains background books on the USSR, reference books, and wider reading material for more advanced learners.

CONTACT WITH RUSSIAN SPEAKERS

Our learners' main exposure to spoken Russian is through you, the teacher, and tape recordings. In the first place, we should therefore aim to conduct our lessons in Russian to the fullest extent possible. We should also try to take every available opportunity to bring other speakers of Russian into the classroom.

- Some schools in large cities, e.g. Edinburgh, Sheffield, share the services of a Soviet assistant. Contact your local Languages Adviser if you think this could be a possibility in your area.

- You may be near a university department of Russian which has a Soviet assistant, or lecturers keen to establish links with schools. Why not invite them to the school to take part in a lesson or Russian evening?

- If you teach Russian in the sixth form, could you arrange for your students to help you during some lessons for younger learners, e.g. assisting in group and pairwork, or helping individual pupils with reading and writing difficulties? This could be a beneficial experience for the sixth formers as well as the younger classes.

- Can you fix up your class with Russian penfriends, and encourage sustained correspondence by giving guidance and help for this periodically in lessons?
The best approach to obtaining Russian penfriends is through personal contacts made on school trips and exchanges, and establishing continuing school-to-school class links.

As a final word in this chapter, we appreciate that the teaching situation, facilities and resources for Russian teaching vary considerably from school to school. You may not be able to do everything suggested. Do all you can.

Visits and travel 7

We do all we can to bring the USSR into the classroom in order to make day-to-day lessons a stimulating educational experience.

We must also pursue the longer-term aim of taking our learners to the USSR, to enable them to use their hard-won communication skills in real situations, and to benefit from direct, first-hand experience of the Soviet Union.

This should be the true culmination and reward for their efforts, as well as a GCSE/Standard Grade qualification.

Similarly, we teachers of Russian also need periodic refreshment, to sustain our own ability to use the spoken language and to keep our experience of life in the USSR today fresh and up to date.

We also need the stimulus and satisfaction of seeing our learners putting their skills to work, at however simple a level, and deriving educational benefit from their contact with a new and different culture.

SCHOOL TRIPS

In the shorter term, and perhaps as a stepping stone to developing contacts and links which may eventually lead to the possibility of a home-to-home exchange, most schools will need to set their sights on a school trip to the USSR as the means of getting their students to the country.

A school trip is really a must in order to establish Russian on an equal footing with other languages taught in the school, to generate interest and enthusiasm among the students, and to gain the respect and support of other members of school staff for Russian in the curriculum.

Cost

This is the major problem to be overcome.

An eight-day air tour trip to Moscow and Leningrad currently costs around £300-400, depending on dates, size of the group, and type of flight. For the majority of students learning Russian at school (or rather their Mums and Dads!) this is expensive.

The experience of teachers who have regularly taken school parties to the USSR shows that early and careful planning and preparation can help to keep costs down.

It is advisable to consider the possible dates carefully in relation to other school trips or activities, and to study tour brochures in order to determine the best deal.

The trip should be planned and announced well in advance - two years is not too early - in order to give parents and students adequate time to make sure they can find the money (some students may do a paper round or Saturday morning job, but it takes time to save up their hard-earned cash).

Early booking is also advisable to ensure that seats on flights are available for the most popular dates or deals.

It may be possible to reduce the cost to some extent by forming a larger group. This could be done by running a trip jointly with another school, or by not restricting the trip exclusively to pupils learning Russian.

It is a good idea to invite other members of school staff to take part in the trip - this can work wonders for the status of Russian teaching in the school. Why not suggest that the Head might wish to come along?

Could you consider putting on a short crash course to enable staff or pupils who have no Russian to acquire at least a smattering, enough to get by in basic situations or to read shop signs? Perhaps your Russian class could help teach them? Could be fun!

It would be a great shame if any pupils learning Russian were deprived of the opportunity of going on the trip purely on account of financial constraints. LEA or some kind of community support might just be possible, or you could consider the possibility of sponsored events, or other forms of fund raising. This again requires early notice, and time.

Planning

The detailed planning of the trip requires careful preparation and organisation: consultation with the Head and Head of Department, knowledge of LEA regulations and insurance requirements, meetings with parents.

If you are intending to take a school party to the USSR for the first time, it would be wise to consult an experienced colleague, especially to pick up tips on any possible pitfalls in supervising the group in your charge.

Preparation

You will want your group to make the most of the trip. There is much to see, do, and take in over the eight days.

You can prepare your group for the experience by slotting into your lessons information about, for example, the Hermitage, the Kremlin, Pioneer Organisation and so on, to help them appreciate things more fully when they go to see for themselves at first hand.

If your tour includes a visit to a school or some other opportunity for meeting young people, your group will have the chance to put their spoken Russian to good use. You will no doubt encourage them to use the language as much as possible in practical situations, or to chat up the *dezhurnaya* in the hotel.

You may wish to devise a small practical project which is relatively easy to carry out, for example, to collect information on prices in shops, foreign films being shown in Moscow, street kiosks.

Follow-up

Your pupils will need little encouragement on their return to produce albums containing photographs and postcards and an account of their experiences and impressions. This is invaluable, both in its own right and for exhibition at parents' evenings.

So is a jointly produced visual record of the trip for display in the school, to generate interest and enthusiasm for Russian. Capitalise on the trip. Once you've done it, flaunt it.

Checklist

If you are taking a school party to the USSR for the first time, the following detailed list of procedures can help to ensure that your planning and organisation run smoothly.

- Obtain a copy of your LEA's statement of policy and procedure regarding school visits and out-of-school activities.
- Check the most recent regulations regarding payment for trips and exchanges. The DES issues guidelines on charging and the payment of voluntary parental contributions.
- Study the brochures published by schools travel organisations. These are usually sent directly to schools.
- Work out which trips best meet your needs. Have a second choice ready in case your first choice is already fully booked.
- Consult your Head Teacher and seek his/her approval. The Head may want to know about provisional dates, costs, numbers, staffing, etc.
- Check with the keeper of the school diary that dates do not clash with other trips, field work, public examinations, sports days, concerts, plays, etc.
- Contact the tour operator and make a (provisional) booking for the dates agreed.
- Confirm the dates with the keeper of the school diary.
- Circulate a letter to parents/guardians of students concerned, giving as much information as you can about the trip and asking for a deposit if they wish their son/daughter to be considered for a place.
- Adopt a 'pay by instalments' scheme so that parents and students do not have to pay a lump sum.
- Announce an over-estimated price. That way you have money for the emergency reserve fund and you don't need to ask for more money at the last minute. Parents will be delighted to receive a refund once the trip has been completed.
- Always issue receipts for money you collect. Cheques are much safer than cash.
- Arrangements may exist for providing financial assistance for students who may not be able to afford the trip. Ask your Head Teacher.
- Make sure that you fill in the necessary LEA forms relating to out-of-school visits, leave of absence, etc for all staff concerned.
- Make sure that you have adequate insurance cover. Photocopy details of cover for parents and suggest that they take out additional cover if they think it necessary.
- Ensure that everyone has a valid ten-year passport and make arrangements to obtain visas. Visa forms are available from the Soviet Embassy, Consular Department, 5 Kensington Palace Gardens, London W8 4QS.

  It is often a good idea to get students to complete these forms under supervision. Visas take about six weeks to come through, so meeting deadlines is important.
- Arrange return transport from school to airport/station, as necessary.
- Hold a meeting for parents and students. This gives parents an opportunity to ask questions and allows you to supply further details and to lay down the law publicly! Laying down the law sounds a very authoritarian approach, but it is important that students realise they will be exposed to a very different culture in the USSR and must be careful that their behaviour does not cause offence. It will allay any fears parents might have and ensure the students gain maximum benefit/minimum culture shock from the visit if you can give as much detail as possible about life in the Soviet Union.

SCHOOL EXCHANGES

Students participating in the Armadale-Luga school-to-school exchange recorded some of their impressions in an article in the Times Scottish Educational Supplement:

> *'We enjoyed our exchange enormously. The experience of interacting with people of a different, often misunderstood, culture was a decided privilege. The wealth of the USSR is its people and our happiest and most enduring memories will be of the people we met, their warm hospitality and overwhelming generosity, despite their limited means. Highlights of the visit must be the evenings and weekends spent with exchange partners and their families in their homes ...'*

The upsurge of school exchanges with the USSR has done more than anything else to put Russian teaching on an equal footing with other modern languages and to justify its inclusion in the curriculum for young learners. There can be no doubt that exchanges greatly increase motivation in the learners and interest in the local community.

So, how does your school get involved? There are two ways: through official channels or through personal contacts and initiatives.

The official scheme

Apply to the Schools Unit, Central Bureau for Educational Visits and Exchanges* for further information. The Bureau will link you with a Soviet school and assist in all subsequent communications.

Under the terms of the reciprocal agreement with the USSR the host school is responsible for all the costs of the visiting group - transport, accommodation, excursions, daily allowance, from the moment the group sets foot in the UK/USSR.

The reciprocal agreement provides for exchanges by 50 schools on each side and up to 2,000 British and Soviet students by 1991/92. Demand on both sides is, of course, far in excess of this.

Outside the official scheme

In the era of *glasnost* it is becoming increasingly possible to organise school exchanges based on personal contacts. These may develop, for example, from penfriend links, class-to-class exchanges of teaching materials, or perhaps through town-twinning associations, as in the case of the Canterbury-Vladimir home-to-home exchange.

In this kind of exchange, communication with your partner school in the USSR can be even more of a problem than under the official scheme, and it is crucial that you have back-up for sending, e.g. telexes.

Practical considerations

Although in comparison with a school trip the amount of organisation for an exchange may be greater for you, the cost to parents may be halved, and educational benefits to students will almost certainly be doubled.

The costs to parents for the outgoing visit to the USSR, whether under an official or unofficial scheme, are:

- the return air fare
- transport to and from Heathrow
- a ten-year passport
- insurance

It is important to note that air fares can vary considerably, depending on the season, and it is advisable to book as far in advance as possible, and to shop around for concessionary fares.

Students need little or no spending money while in the USSR.

It is unlikely that the costs of receiving the incoming Soviet group can be met by the school and parents alone, and you will have to look elsewhere for financial support, for example:

- apply to your LEA for a grant - there may be a special fund available;
- seek sponsorship from local industry and businesses;
- write to the Soviet Trade Delegation* and/or the London Chamber of Commerce and Industry* for a list of firms currently trading with the USSR;
- if there are any big national firms in your area, try and get them interested and involved in some way;
- consult directories of charitable trusts and grant-issuing organisations;

- enlist the support of a town-twinning association if you have one within, say, a radius of 50 miles of your school;
- involve your local council in the exchange and enquire whether there may be any funds available.

In addition to going about, begging bowl in hand, you must be prepared to undertake serious fund-raising within the school and the community. The fact that the school and students are making a determined effort to raise money will lend support to any application for sponsorship from external agencies.

It is also a good idea to form an 'Exchange Committee' of parents, students, teachers and perhaps governors, to organise fund-raising, sponsorship and planning for the incoming visit.

When organising an exchange visit the key word is not, as the above suggests, 'finance', it is 'publicity' - good publicity can often generate finance. Firms are more likely to contribute funds to an event which stimulates media coverage and local interest. Make sure you keep your local press, radio, TV station, informed of all developments. The national press and TV may also be interested.

Organising an exchange visit will involve you and your committee in a lot of work, but the rewards will come from the appreciation of your students:

> *'... the most important thing for us is the fact we made friends - really good friends - and we can't wait until March 1990, when Luga will come to Armadale and we'll see our friends again. Nor can we wait to be back in the USSR.'*

TEACHER EXCHANGES

The Central Bureau* can supply information on post-to-post exchanges with the USSR, with details of the special arrangements applicable to grants and allowances.

Teaching in a Soviet school for a term must surely be a most rewarding experience, with enormous benefits in development of oral fluency to a higher level, and directly acquired knowledge and understanding of the Soviet school, pupils and everyday life.

The exchange could be instrumental in establishing successful school and class links, effective pen-friend correspondence, and perhaps eventually lead to the possibility of a home-to-home pupil exchange visit.

You will have the added advantage of a native speaker teacher of Russian in your school for a term. The exchange would clearly be easier to accommodate if you have more than one teacher of Russian in your school.

If your personal circumstances and teaching situation permit, why not consider the possibility of taking off for a term and check it out with the Central Bureau*?

COURSES

Write to CILT initially for a full list of the range of study and holiday courses of varying length available in the USSR, Europe and the UK for teachers, students and pupils.

Which of these might you fancy? Which would most conveniently meet your situation? Are you free and unencumbered, or could you shake off the shackles of family responsibility and commitment for a while?

★ How about applying to the British Council* for the summer course for teachers of Russian in Leningrad?

★ Is stress a problem? Why not retreat to Meudon, or combine Russian with skiing in Austria?

★ Or perhaps it might be more convenient for you to sign on for a refresher course, for example, the one provided in London by the Society for Cultural Relations, where course tutors are native Soviet speakers.

We all need a breather and a linguistic shot in the arm from time to time. Give it some thought. Could you fit it in as well as your next trip to the Bahamas?

EVENTS

Do take advantage of any accessible event or performance which could add an extra dimension of purpose, enjoyment or excitement to support the sparkle and lustre of lessons in school.

Russian-speaking Olympiad

The finals of this are held at the Pushkin Institute in Moscow every four years, in June. The British participants who win through to the finals have a very enjoyable time on the ten-day trip to Moscow, expenses paid, as well as winning medals for their prowess in Russian. But all children can gain some satisfaction and enjoyment from taking part in the regional heats held in the UK. Why not encourage your students to have a go at it? Details can be obtained from the Russian committee of ALL*.

Festival of Languages and Young Linguists Awards

If you are not so keen on the competitive aspect, your classes could be involved in a co-operative contribution to the activities of the Festival, with regional events throughout the UK. Contact your local Language Adviser for details.

Excursions

- You could organise a trip to see, e.g. the Moscow State Circus, Soviet Army/Black Sea Fleet song and dance ensembles, or take senior pupils to see a Chekhov play, possibly a Russian film, or perhaps attend an interesting session at your regional Kruzhok.

- Individual students might have a special interest in particular sports events - athletics, gymnastics, figure skating, football, cycling, in which Soviet sportsmen and women feature prominently.

- Keep an eye open for what's on, where and when, and if it's not possible to go, you may at least be able to refer to coverage on good old TV. To sustain interest and motivation every little helps.

PRIVATE VISITS

This is another new and unexpected development. It is now possible for individual Soviet citizens to travel to the UK through an application accompanied by a letter of invitation from a person in Britain which guarantees provision of accommodation and expenses for the period of residence. Details can be obtained from the Foreign Office.

This could offer significant potential for future developments in travel to and from the USSR. In the first instance it makes it possible to invite Russian friends and colleagues to come to stay with you who previously could not come. Will it lead to private, informal, reciprocal home-stay visits on a wider scale? Nothing now seems to be completely impossible.

Contact addresses

Exchanges, school visits, post-to-post teacher exchanges:

Central Bureau for Educational Visits and Exchanges
Seymour Mews House, Seymour Mews,
London W1H 9PE
Tel: 071 486 5101

Tour agencies:

School Travel Services
24 Culloden Road, Enfield, Middlesex EN2 8QD
Tel: 071 367 9090

Intourist
292 Regent Street, London W1R 6QL
Tel: 071 631 1252

Progressive Tours
12 Porchester Place, Marble Arch,
London W2 2BS
Tel: 071 262 1676

Courses:

Summer course for teachers:
The British Council
Specialist Tours Department,
65 Davies Street, London W1Y 2AA
Tel: 071 499 8011

Easter course for PGCE students:
Interchange
Interchange House, 27 Stafford Road
Croydon CR0 4NG
Tel: 081 681 3612

General:

The British Council
10 Spring Gardens, London SW1A 2BN
Tel: 071 930 8466

Society for Cultural Relations with the USSR
320 Brixton Road, London SW9 6AB
Tel: 071 274 2282

Soviet Embassy Cultural Section,
18 Kensington Palace Gardens, London W8
Tel: 071 229 6412

Assessing progress 8

With all the recent, highly publicised changes to the years of compulsory education, teachers can be forgiven for thinking that assessment has taken over teaching and learning. It may, therefore, be useful to start this chapter with an attempt to put things back into perspective.

The first matter to consider is that classroom assessment and formal tests or examinations, whether on a national or more local level, are not necessarily the same thing.

Assessment is a means of reviewing teacher and learner performance in the classroom with a view to making teaching and learning more effective. Formative assessment is on-going, continuous and is intended as a positive support to the teaching/learning process. Formal, summative assessment, by tests or examinations, usually takes place at the end of a period of study (a unit of work, topic area, two-year course) and provides a statement of what the student can or cannot do in Russian. In summative assessment student performance is judged against national standards or a set of criteria.

GENERAL AIMS OF ASSESSMENT

- to help and encourage the student in the learning process;
- to encourage the development of self-esteem and positive motivation;
- to encourage the student to play an active part in self and peer evaluation;
- to assess the student's progress in relation to her/himself and not in relation to others;
- to evaluate the teaching/learning process and use feedback for future revision;
- to provide the information which teacher, student and institution can use in the evaluation of the student's curriculum provision;
- to provide information for interested parties (parents, employers, etc).

Who assesses

★ teacher?
★ student?
★ peer group?
★ all three?

What to assess

★ communicative competence?
★ linguistic competence?
★ retention?
★ mastery?
★ student learning difficulties?
★ appropriateness of course/curriculum?
★ combination of several of the above?

Means of assessment

★ teacher/student discussion?
★ marking class work?
★ informal monitoring of oral work?
★ end of lesson questioning?
★ checking items on progress cards?
★ end of unit/topic tests?
★ termly or annual exams?
★ graded objectives schemes?
★ combination of several of the above?

Assessment and motivation

Students are very much aware that in any particular learning situation there are considerable differences between their own

needs and the needs of others. Highlighting these differences by allocating grades on a 7-point scale at an early stage in a student's language career will compound this problem and make motivation of some students extremely difficult. If, for example, students are assigned a grade E/grade 5 in the first year of learning the language and they suspect, or are led to suspect, that grade E/grade 5 is the best they can ever achieve, however hard they work, it will be very difficult to encourage a purposeful and motivated attitude to future learning. In addition, too early grading or categorisation can give rise to self-fulfilling expectations on the part of both student and teacher and this will prevent the student reaching maximum potential. 'Hardening of the categories' is to be avoided at all costs.

On-going assessment should concentrate on emphasising the achievements of each individual, identifying particular strengths and weaknesses and devising strategies for continued progress. Reward should come as a result of an individual's achievements and not by comparison with the achievements of others.

It is important that students learn to take responsibility for their own learning and for that of each other and to be aware that an honest evaluation of their experience provides the teacher with invaluable information on the strengths and weaknesses of her methods and approach.

Self-awareness, personal responsibility, group responsibility, co-operation, collaboration, etc are important life skills which we as teachers have acquired the hard way. Promoting such skills in learners when they are young and resilient is a real preparation for life.
Evaluation and testing in the learning and teaching of languages for communication, Council of Europe, Strasbourg, 1988.

GRADED TESTS

Graded Objectives in Modern Languages (GOML)

The GOML movement has had an important influence on syllabus design, the re-definition of aims in language learning and on 16+ national assessment (GCSE, Standard Grade). GOML groups, made up of practising teachers who found backing for their efforts in universities and LEAs, devised language learning schemes ranging from level 1 to level 5. Each level indicates a defined level of performance which students of all levels of ability can realistically aim for. Failure to achieve a given level of performance is not penalised. Students make a second or third attempt, or indeed as many attempts as are necessary, to reach the level.

Student achievement is acknowledged by the award of a certificate. Research has shown that the Graded Test movement has increased motivation among learners and their parents and teachers and has encouraged more positive attitudes towards language learning.

References: *Graded objectives and tests for modern languages: an evaluation* Buckby, M et al, Schools Council, 1981.

Languages step by step: graded objectives in the UK, Page, B and D Hewett, CILT, 1987.

The threshold level for modern language learning in schools, Van Ek, J A, Longman, 1976.

The Northern Examining Association (NEA) offers accreditation for existing Graded Objectives schemes in modern languages at levels 1-3. The accreditation takes the form of a statement of endorsement which can be added to the Group's existing Graded Objectives certificate. Detailed criteria and procedures for submission, validation and monitoring of schemes are available from your NEA 'home' board.

Graded tests in Russian have been devised by a number of LEAs. Details of authorities and test levels may be obtained from the most recent edition of *GOML News*, available from CILT.

Where no graded tests exist in your own authority, it is possible to make arrangements to use the tests devised by another. An administrative fee may be charged. Write to the person whose name and address is given in *GOML News*. The language teaching library at CILT has a large collection of GOML syllabuses, tests and materials for reference. If you wish to purchase copies write to the group concerned.

Public examinations 9

GCSE

It is outwith the scope of this book to explore in detail how teachers and students can best gird their loins for their first encounter with national assessment in Russian. But attention to the factors below will help preparation for the examination, as will careful consideration of **your students**' needs/aspirations/strengths/weaknesses and **your own** preferred methodological approach, type of classroom organisation and tolerance thresholds of administrative procedures - in other words, **your** needs/aspirations/strengths/weaknesses!

Deciding which syllabus to adopt

Russian is offered by these examining groups:

★ Northern Examining Association* (NEA)

★ Southern Examining Group* (SEG)

★ Midland Examining Group* (MEG)

★ London and East Anglian Group* (LEAG)

[It is worth bearing in mind that the LEAG offers a GCSE (M) course in General Russian Studies for Mature Students, which emphasises the study of aspects of Soviet society with optional questions on assisted translation from Russian. For syllabus and specimen question papers, write to:

Cyril Meadows, University of London Examinations Board, Stewart House, Russell Square, London WC1B 5DN. Tel: 071 636 8000 Extension 4586]

Before making a decision about which GCSE syllabus to follow, you must write to the different examining groups and ask for copies of the syllabus for the year in which your students will be sitting the exam. Ask for specimen and past papers, Chief Examiners' reports and information for teachers on assessment of students in different skill areas.

Study the syllabus and papers in detail.

Choose the syllabus which most closely fits the needs and aspirations mentioned above.

Resist departmental or institutional pressure to opt for an inappropriate syllabus belonging to an examining board of which the department/institution has experience and/or historical connections. Be prepared to put your case for using a new or different examining group. It is possible for institutions to use any of the groups.

Planning a scheme of work

In order to ensure that your students cover all the relevant topics on the GCSE syllabus and have opportunities to develop all the necessary communication skills in Russian, you will find drawing up a scheme of work essential - you and your students must know where you're going and how you're going to get there: what topics/functions/grammar you will study, when in the course, for how long, etc.

This detailed outline of the teaching programme for each year group and/or set should aim to go beyond the examination syllabus and to extend the students to the best of their abilities - if indeed, as this book hopes to suggest, we are professional educators, and not mere trainers for examinations.

Whatever your basis of methodological approach - course book or a combination of sources (see Chapter 3) - your scheme of work should ensure that the language required by the examination syllabus, and for linguistic competence, is practised in mixed topic and mixed skill situations. It is vitally important that students

learn the necessity of transfer: that structures are not locked within a particular topic area and that they do indeed transfer from one context to another. In the study of Russian, pigeon-holing vocabulary and structures is a more serious crime than carelessness with endings!

For further information on devising a scheme of work see:

Teaching GCSE - modern languages, Bird, E and M Dennison, Hodder and Stoughton, 1987.

The Head of Department: modern languages (a discussion document) NALA, 1986.

Producing a scheme of work (a guide for modern language departments) NALA, 1986.

NALA publications available from:
ALL, 16 Regent Place, Rugby, Warwickshire, CV21 2PN.

Schemes of work, Kershook, L, Pathfinder 3, CILT, 1990.

Predicting grades

Examining groups require teachers to predict grades for all GCSE students and to enter these on specially provided sheets.

Predicted grades must reflect, as accurately as possible, performance over the GCSE course and not just student attainment in the last class test or trial exam.

Continuous assessment of class work, recorded in a student profile, is the most effective means of estimating grades for examination boards. Yes, it is a thought to store evidence for every student over the two-year course. But your problems are minor, when compared to those of the parties responsible for the strength of your classroom floorboards!

'Making the entries' is an administrative nightmare, closely associated with the prediction of grades.

You must decide which papers each student should be entered for and indicate these on the forms supplied by the examination group. With 24 different entry combinations possible, this may well seem a daunting and complicated task. Nothing can be written here which will make the task any easier on a pedagogical or administrative level. It will possibly be the most time-consuming task which GCSE will give you, but it is important that students should be entered only for those papers in which they have a realistic chance of achieving success. Again the student profile will play an important role in the decision-making.

References: *Teaching GCSE modern languages*, Bird, E and M Dennison, Hodder and Stoughton, 1987.

Evaluation and testing in the learning and teaching of languages for communication, Council of Europe, 1988.

Recording progress, Thorogood, J, Pathfinder 1, CILT, 1990.

Preparing your students for the examination

Ensure that your students are familiar with the format and style of the papers they will be sitting.

The best ways of doing this are:

- explaining the exam to students in terms of types of paper, the time and marks allocated to each paper, what equipment is needed, etc;
- regular classroom use of past papers to give students practice in exam techniques;
- holding a trial or mock exam.

The mock exam is a valuable means of introducing students to formal exam conditions, before they meet the real thing. The mock will also give evidence of which additional papers pupils can realistically be entered for. However, it cannot be stressed often enough that predicted grades and entries for papers should not be based on mock results alone, but rather on a combination of these and student profiles.

The oral examination

This grid shows the different options for conduct of the examination.

	Teacher conducts oral	External examiner conducts oral	Teacher allocates marks	Examining group does all marking	Recording of all candidates required for moderation
NEA	✓			✓	✓
SEG	✓	if necessary	✓		✓
MEG	✓		✓		✓
LEAG	✓	if necessary e.g. staff vacancy private entry	✓		✓

Give your students regular practice orals in preparation for the test. Many students find the test extremely stressful and get very nervous, as indeed do their teachers! Familiarity with the procedures will help to put both parties at ease.

- Conduct the practice oral tests along the same lines as the real thing.
- Use tasks which have the same format as those students will encounter.
- Ensure that you are thoroughly familiar with the requirements for conduct of the oral examination as set out in the syllabus.
- Ensure that you provide the students with adequate opportunities to demonstrate the full extent of their linguistic proficiency.

Questions which prompt yes/no or one-word answers will not allow the student to express opinions, thoughts and ideas. Use open-ended questions which will give the student the opportunity of talking at some length, e.g. ask *'Tell me about your house'* rather than *'Do you have a big house?'*

Look carefully at the assessment criteria for the speaking test and prepare questions which will:

- ★ cover the range of topics specified for that level;
- ★ cover the full range of language specified for that level;
- ★ provide opportunities for candidates to demonstrate:
  - comprehension
  - accuracy
  - control
  - fluency
  - pronunciation
  - intonation
  - initiative
  - independence

Arrange to conduct the examination with a colleague. One of you monitors the time using a stop-watch and, if necessary, allocates marks. The other asks the questions.

Study the test material before the examination. The syllabus states when you may open the material. If the syllabus allows you to ask questions other than those suggested by the group, draw up a list of alternative questions, ensuring that they are appropriate to the topic and that they provide adequate scope for the candidates to demonstrate their full abilities.

If you are conducting the oral test for the first time:

- read all the information provided by the group;
- write to the group and find out if it produces any training videos or cassettes together with sample marking examples;
- ask your LEA adviser to arrange a training session for local teachers conducting oral tests for the first time;
- seek advice from your Head of Department/other colleagues;
- ask to watch a colleague conducting practice oral tests;
- ask a colleague to watch you conducting practice tests;
- practise allocating marks in conjunction with a colleague;
- ask ALL* to organise a workshop on this in your area.

Remember that an oral test lasting 15 minutes can account for as many marks as a writing test lasting 75 minutes. Those 15 minutes are crucial and the performance of the examining teacher can have a significant effect on the performance of the candidate.

LIFE BEYOND GCSE

'A' and 'AS' level

'A' level and 'AS' level courses are designed to cater for students who have achieved at least a grade C at GCSE and who wish to study Russian at a higher level for a further two years. 'AS' levels are intended to broaden the 16+ curriculum by enabling students to continue with non-specialist subjects and show achievements over a broader range of interests in 'A' and 'AS' level combinations.

'A' level courses normally receive a timetable allocation amounting to about five hours per week over two years. 'AS' level courses are expected to run on half that allocation. 'AS' level syllabuses are designed to be co-teachable with the corresponding 'A' level, i.e. students on an 'AS' level course in Russian should be able to attend some lessons with 'A' level Russian students since the syllabuses have certain elements in common.

It is possible to run a one-year (2 ½ terms) course to 'A' or 'AS' level, but do not underestimate the amount of work that this will entail both for you and for your students. If you are contemplating such a venture, you should discuss the matter with your Head of Department and Head Teacher and argue strongly for a timetable allocation of at least ten hours per week for an 'A' level course.

'A' level Russian is offered by:

★ Joint Matriculation Board* (JMB)

★ University of London School Examinations Board* (ULSEB)

★ Oxford and Cambridge Schools Examination Board* (O&C)

'AS' level Russian is offered by:

★ O&C

Which syllabus?

- Send off for copies of the syllabus, specimen and past papers from the examining boards.
- Write to CILT for Information Sheets *Guide to GCE 'A' level examinations* and *Guide to GCE 'AS' level examinations*. These give information about the different syllabuses, and provide grids which enable you to compare syllabus specifications at a glance. The Information Sheets are revised regularly, so ask for the current guides to 'A' and 'AS' level.

Obviously, certain issues discussed in the section on GCSE are equally relevant to 'A'/'AS' level. But there are other factors at this level of Russian study which can have an important bearing on choice of syllabus.

You will obviously want a syllabus which most closely matches your teaching aims and approach and your students' expectations of and/or reasons for continuing the study of Russian.

But the list of topics and/or set books may also influence your final decision. Do choose the syllabus which has:

★ topics/set books which you and your students find most interesting and enjoyable;
★ topics about which you have some knowledge, however basic, and which can be easily researched by students working independently.

Furthermore, look carefully at any list of recommended reference books and decide whether:

★ you have access to any of the books;
★ alternatives are available;
★ some of the books can be purchased from the capitation allowance.

Three final points to consider when choosing a syllabus:

★ much depends on the amount of money available for advanced courses;
★ some boards produce teaching resource packs which are topic-related;
★ talking to colleagues teaching 'A'/'AS' levels in other languages will give you a good idea of the implications, pedagogical and administrative, of following the different syllabuses.

Write to CILT for Information Sheet *Literature in foreign language teaching: some sources for 'A' level (and beyond)*.

A word of warning

Choosing to follow an 'A'/'AS' level Russian course shows a tremendous commitment, interest and motivation on the part of students, but none of these qualities can ever be taken for granted. You may find with some students that you will have to work hard to ensure commitment, interest and motivation are maintained. With **all** students at this level you cannot afford to be any less positive in your approach to the study of Russian than you are with younger learners.

Involve older students in the teaching and promotion of Russian in your institution. Get them to:

- organise displays for open/parents' evenings;
- help with the school trip/exchange;
- suggest ways in which Russian can be 'sold' to adult learners;
- assist with the teaching of younger classes in free periods and with the teaching of any evening classes you have;
- organise a local Festival of Languages, or help with a regional one. For details of the Festival of Languages/Young Linguist competition write to:
  Christine Wilding, Festival of Languages, Marton, Rugby CV23 9RY.

The years leading to 'A'/'AS' level provide an invaluable opportunity to train students for independence and self-sufficiency. Make sure you wean them away - successfully - from the spoon-feeding they may have been given earlier on in their educational careers.

ALTERNATIVE ASSESSMENT LIFESTYLES

Scotland has an entirely separate education system from that of England and Wales and a different, though closely related, scheme of age-related public examinations. There is only one examination board - The Scottish Examination Board* (SEB) - and any institution in the UK can apply to become a centre for SEB public examinations.

Standard Grade (16+)

The difference between Standard Grade ('S' Grade) and GCSE is in the nature and weighting of the oral test or Final Proficiency Test. The test itself, although based on role-play, is open-ended and designed to give students the opportunity to participate in a simulated discussion with a Russian speaker. There are no strictures on what the student must say, only areas of possible conversation.

The Final Proficiency Test, backed up by at least six internal speaking assessments, approved and moderated by SEB in the final year of the 'S' Grade course, accounts for 50% of the overall award.

Writing is an option at two out of three levels. Overall awards can be made by SEB without entry into the writing papers. If students fail to meet the Grade Related Criteria for Writing, the writing element is not mentioned on the final certificate.

The use of a dictionary is allowed in the reading and writing tests. Students are given the outline of the Final Proficiency Test at least 24 hours in advance. Teachers are given seven days to prepare.

Revised Higher (17+)

This examination attempts to extend language skills developed to 'S' Grade level and to provide national certification for those who will use language skills as an ancillary later on, or for those who will continue study into Further/Higher Education.

The emphasis is on competent and realistic use of Russian, whichever skill area is being examined. Writing, i.e. creative writing, is no longer an option but an integral part of final assessment. There is also a fairly exacting check on knowledge of grammar by means of a cloze test.

Use of dictionaries is allowed in all papers, except the speaking and cloze tests.

Certificate of Sixth Year Studies (18+)

This examination has papers in Reading, Listening, Writing, Critical Reading, along with a fifteen-minute speaking test.

In addition, students must submit a folio of essays in English and Russian on literary texts, culture/civilisation topics and current affairs. Use of a dictionary is allowed in the Reading and Critical Reading papers.

For further details of SEB exams and guidelines, specimen and past papers, contact:
The Scottish Examination Board, Ironmills Road, Dalkeith, Midlothian EH22 1LE.

EVEN MORE ASSESSMENT LIFESTYLES

Foreign Languages at Work Scheme (FLAW)

FLAW courses are suitable for students who have had successful experience of language learning up to the age of sixteen, which would normally be reflected in the award of Grade A, B or C in GCSE or equivalent qualifications. Students without such qualifications may, however, be admitted to courses if, in the judgement of their teachers, they are able to cope with profit from the course.

There are two types of FLAW course:

Continuation courses

For students continuing the study of a language for which they possess 16+ certification.

(i) The course may be designed to last for three, four or five terms, at the discretion of the centre.
(ii) There should be not less than 100 minutes of course-work per week.

Ab initio courses

For students beginning the study of a new language.

(i) Courses should be more intensive than a continuation course (not less than 140 minutes of course-work per week).
(ii) A language test should be built into the programme as an end-of-year course objective, in order to establish that the students have reached a level of linguistic facility that will permit them to put the language 'to work' in the second year of the course.

General

★ Teachers design their own courses in the practical and predominantly oral use of the language and submit course programmes for approval.
★ Courses should give students the opportunity to use their Russian in a practical manner and in contexts related to the world in which they will later be working.
★ The course should accommodate a wide range of materials gathered from a variety of recorded and written sources.
★ Students are given a profile assessment of their language skills at the end of the course.
★ Applications to run courses will be accepted in respect of any suitable target group, e.g.: sixth forms, Further and Adult Education.
★ The London Chamber of Commerce and Industry* (LCCI) can provide a list of suggested resources and put you in contact with other centres running Russian FLAW schemes.

For further information contact:

The London Chamber of Commerce and Industry Examinations Board, Marlowe House, Station Road, Sidcup, Kent DA15 7BT.
Tel: 081 302 0261

Ask for: Information sheets: *Getting FLAW courses off the ground* and *Drafting a FLAW course programme.*

Foreign Languages for Industry and Commerce (FLIC)

These are purely oral examinations. There are four levels, all of which assess the candidate's communicative efficiency in 'sympathetic, work-orientated exchanges'.

Level of oral	Equivalent to	Length
1. Preliminary	GCSE Grade G+/ 100 hours tuition	20 mins
2. Threshold	GCSE Grade D	27-32 mins
3. Intermediate	'A' Level	35 mins
4. Advanced	Final Year Under-graduate level	45-65 mins

The examinations can be taken by arrangement at any time of the year with one month's notice. Trained examiners conduct the examination.

For further information, contact:
The London Chamber of Commerce and Industry Examinations Board*.

INSTITUTE OF LINGUISTS

The Institute of Linguists sets task-based examinations suitable for people wanting to work with languages. They are concerned with assessing whether a candidate is able to do certain realistic things using Russian. From 1991 there will be five levels of examination, the highest level being equivalent to second class degree level.

1. **Preliminary**
   For beginners
   Tests in reading, speaking and listening

2. **General Certificate**
   Equivalent to GCSE level
   Tests in reading, speaking and listening

3. **Advanced Certificate**
   Equivalent to a good 'A' level pass
   Students must study three out of five modules
   Modular course with tests in all four skills

For further information, contact the Institute of Linguists*. Ask for the brochure on *Examinations in Languages for International Communication,* the *Administrative Handbook* and specimen material for the syllabus.

SCOTTISH VOCATIONAL EDUCATION COUNCIL

This modular approach to language learning takes students from beginner to university entrance level. All assessment is institutionally based. There are no externally set exams, although there is annual external syllabus moderation.

For further information on SCOTVEC modules Levels 1-5, contact the Scottish Vocational Education Council*.

10 Taking Russian further

There can be no denying that teaching is often a thankless task. Which staffroom has not, at some point in the educational year, echoed with the lament *'I feel as if I'm beating my head against a brick wall'* - the brick wall in question being a class of unresponsive, unmotivated, uncomprehending, unco-operative students.

But there is surely one event which is guaranteed to make all the effort of teaching worthwhile and to blot out all memories of head injuries incurred in the daily round: it is the student who waits behind class one day to confide the wish to continue the study of Russian into Further or Higher Education.

The warm glow such confidences bring to even the most care-worn and cynical heart may be quickly replaced by the awareness that confidences are often a preliminary to requests for advice!

Are you in a position to give necessary advice, or are you, like the majority of classroom teachers, very well informed about the provision for Russian in your own educational sector, but fairly ignorant of provision in other sectors?

If you answered the question above by first admitting expertise, then ignorance (or lack of awareness), now is not the time to pretend otherwise to the trusting soul in front of you.

Admit to ignorance, but pledge your support and help in collecting the relevant information. Sit down together and work out a plan of campaign, with clearly defined areas of responsibility for information gathering, deadlines for task completion and a date for an information sharing meeting with you, the student, possibly parents and any interested colleagues. (An excellent exercise in public relations is to invite to the meeting your HoD, Head Teacher/ Principal to make him/her aware of the potential of learning Russian. Any opportunity to consolidate Russian's position in the curriculum must be grasped!)

The plan of campaign outlined below may seem a trifle elaborate and time-consuming, but you would do well to consider the benefits in implementing it. You and the student are working together, learning together, collaborating. **You** are finding out about career outlets which require Russian language skills/which institutions offer further study of Russian, **the student** is learning that teachers are not the source of all knowledge, that self-sufficiency, decision making and information gathering and sharing are essential life-skills.

CAREERS ADVICE FOR LEARNERS

General sources

★ COLLEAGUES: The LEA Careers Advisory Service, schools' careers officers, Heads of sixth form/guidance have expert knowledge which they will be only too willing to share. They will suggest reference booklets and publications to consult.
School/college/university/public libraries also have a selection of sources for career opportunities. Contact your local librarian who will be only too willing to help.

★ PUBLICATIONS: You may find the following of general use:

Careers using languages, CILT Information Sheet;
Language and careers: an information pack, King, A, G Thomas, D Hewett, CILT;
Working with languages, COICS No. 54 Languages;
Working abroad, Golzen, G, Kogan Page;
Careers using languages, Steadman, H, Kogan Page;

Using languages, AGCAS (for potential graduates);
Job outlines, COICS No. 48 Languages;
Using languages, from CSU, Crawford House, Precinct Centre, Oxford Road, Manchester M13 9EP;
Foreign languages in industry and commerce, LTC, University of York;
Language study beyond school and graduate studies, CILT Information Sheet;
Summer jobs abroad, Vacation Work, Oxford.

Languages in industry (Baker-Perkins video): Available on loan from: Training Assistant, APV Baker Ltd, Manor Drive, Paston Parkway, Peterborough, PE4 7AP. Tel: 0733 283000.

Job talk - languages and the world of work: This 42-minute video deals with the use of foreign languages in the context of everyday situations and their relevance to the world of work. Available from:
Focus in Education Ltd, 365 Ewell Road, Tolworth, Surrey KT6 7DE, Tel: 081 390 6768

Specific career outlets

★ SOVIET TRADE DELEGATION*: The Delegation can supply information on UK companies/industries currently trading with the USSR.

★ THE PRESS: Scan employment advertisements in the press for jobs where knowledge of Russian (or indeed knowledge of any other language) is an advantage. Cut out and keep such advertisements to show to students, parents, careers officers, etc. Start a departmental information bank with these advertisements and any articles you might find about jobs which involve the use of languages.

Make a wall display of key advertisements and articles and display this in a place where it will get maximum attention. (Outside the Head/Principal's office where bored visitors are looking for diversions to relieve the inevitable waiting time?)

Use your contacts. The world of non-native Russian speakers is relatively small. You must know **someone** who studied Russian to an advanced level, who didn't go into teaching and yet who uses the language 'on the job'. Ask your contact/s to write a short summary of the job and in which ways Russian is used on a day-to-day basis.

It is **very** important that you record which fields of employment - tourist services, marketing, broadcasting, engineering - list Russian as an ancillary skill. Then you can cite these fields of employment in any promotion drives. It is equally important to note which primary skills are asked for, e.g. typing, word processing, business administration, so you can advise students on course choices.

FURTHER/HIGHER EDUCATION

Russian can be studied beyond school level at universities, polytechnics and colleges of higher education.

At university it can be studied for a single honours degree or as part of a joint honours degree. In Scotland it can also be offered as a subsidiary subject in first or second year or as part of a general BA degree.

The range of subjects with which Russian can be offered is wide, and many students find that following a joint honours degree course affords more career opportunities.

Courses vary considerably from one university to another. Some have a significant literature component while others have a distinct language bias where, for example, translating and interpreting skills are developed. Encourage

students to write to a number of likely departments to ask for details of courses. This will enable **them** to make well-informed decisions about their future, and **you** to add any information to the department/institution information bank.

Russian can also be studied as part of a polytechnic degree course. Again, it is an excellent idea to write to individual departments for course details and options.

For more detailed information, consult the following references:

UCCA handbook - lists UK universities offering Russian;
WHICH degree? Newpoint Publishing, published annually;
Degree course offers, Heap, B (Trotman), published annually;
Scholarships abroad, The British Council, published annually;
Polytechnic courses handbook, CDP;
PCAS handbook;
The compendium of advanced courses in colleges of Further and Higher Education;
Degrees of fluency: the sixth formers guide to language degree courses, King, A, CILT, 1990;
The undergraduate's guide to studying languages, Hantrais, L, CILT, 1989.

Alternative confidences

It is quite possible that your heart will be lightened by confidences other than those of students who want to pursue the study of Russian beyond 'A' level, or Higher Grade/Sixth Year Studies in Scotland.

Such students may want to:

★ maintain their level or proficiency in Russian while reading other degree subjects.

★ start Russian from scratch in further or higher education.

★ start Russian in the lower sixth or fifth year in Scotland.

The advice

★ Some universities/polytechnics offer service/extra-mural courses in Russian. Find out from the list of references above which institutions supply this service, then encourage **all** students in your department to give serious consideration to such institutions. Make it clear that Russian language skills could be a vital ancillary on the job front.

★ Many further and higher education institutions which offer 'continuation' courses for Russian also provide ab initio courses. Consult all handbooks listed above for details.

★ Once you've persuaded your tame timetabler to find you a slot for a beginners' class, don't for one moment think your troubles are over. Think very carefully about which course you will offer. Take into careful consideration **why** your students want to learn Russian and **what** they ultimately want in the way of a career.

It may well be that conventional national courses (e.g. GCSE, Standard Grade, 'A' level, Higher) are incompatible with their best interests: career aspirations/learning strengths and weaknesses/natural inclinations. Look carefully at the range of alternative courses:

★ BTEC*
★ SCOTVEC*
★ CPVE
★ Institute of Linguists*
★ FLIC
★ FLAW
★ TVEI (Enhanced) Modules

Several of these courses are explained in more detail in the chapter on public examinations.

The temptation will be to stick with the devil you know. Resist the temptation, sail uncharted waters, try something new. Your students, appreciative of your attempts to meet their requirements, will do much to promote and enhance your reputation within the institution and the community.

In addition, planning a new course will give you a new lease of life and, at the same time, advance your professional experience and competence.

This book has tried to go some way to examine ways in which your students' development can best be effected.

Isn't it now time to consider your own personal and professional development?

Professional development 11

'The unexpected caller, pleasant or unpleasant, disturbs the pattern of your time. That time is already allotted. Hence there is no time to help somebody who needs it, to relax and enjoy a chat on the street. Enjoyment is always for after when all the jobs with deadlines, the letters to be answered, the calls to be made, have been despatched. But that time never comes. There are always more letters, deadlines, jobs and so life gets postponed until an indefinite after - until it is too late. A hamster on a treadmill has about the same sort of freedom.' (Jonathan Steinberg)

Sounds familiar? **Мужайся братоk**. Believe it or not, Steinberg's words were not written with teachers in mind. They are taken from a management training manual used in industry. So the grass isn't as green on the other side as you thought.

We devote a lot of our time to student development at the expense of our own personal and professional development (PPD). In other words, we are extending their horizons while limiting our own. Lack of time is to blame. Once you've marked class work, devised new learning materials, planned lessons, made up assessment tests, dealt with the administration, given some of the day over to eating and sleeping, put in a token appearance as a family and social animal, the last thing you have energy for is thinking about how you might develop as an individual or professional.

But neglecting your own PPD helps no-one - not your students, your institution or education in general. And the damage it can do to you may be serious - you may fall into a rut, burn out or, horrors, become a staffroom cynic.

All would-be hamsters are advised to skip the remainder of this section which will attempt to demonstrate ways in which you can further your PPD.

Non-hamsters, come this way. But remember - PPD must be the responsibility of the individual. Although many Head Teachers attach considerable importance to PPD when considering candidates for a vacant post, it will very often be left to you to find out about INSET opportunities and to ask to attend courses, workshops and meetings. It helps if you know who are the main providers of INSET and are familiar with the main sources of funding. It helps even more if your institution has a Staff Development Co-ordinator who can advise you on all PPD matters and keep you informed of any courses or conferences in which you might be interested.

Michael Eraut describes staff development as *'the natural process of professional growth in which a teacher gradually acquires confidence, gains new perspectives, increases in knowledge, discovers new methods and takes on new roles.'*

'Strategies for Promoting Teacher Development',
M Grant in *British Journal of In-Service Education, 1977.*

This is a very positive view of a personal process of learning through which teachers' understanding and ultimately practice change.

Concerns for your PPD are likely to centre on four key areas:

- ★ curriculum and methodological changes
- ★ linguistic competence
- ★ involvement in broad educational issues (e.g. cross-curricular, cross-sector)
- ★ extension of qualifications

Development in these four areas can be achieved by:

- talking with colleagues
- attendance at meetings (departmental, whole staff)
- membership of working parties (for curriculum or cross-curricular development)

- participation in courses, conferences, seminars
- membership of professional organisations
- secondment or sabbatical leave
- matriculation for award-bearing courses

COLLABORATION WITH COLLEAGUES

Talking with colleagues

A vastly under-rated exercise, and one much maligned by educational bosses. As a teacher of Russian you are probably unique in your institution and sometimes feel somewhat isolated. It is important that you discuss ideas and problems with colleagues in the department, as well as trying to make contact with other Russian teachers in your area. You may even find the physics teacher has a sympathetic ear **and** some welcome words of advice!

Departmental/staff meetings

Departmental meetings, to be effective, should be structured and well organised, preferably with an agenda, chairperson and minutes. They can provide a forum for:

★ discussing policy on e.g. profiling, attendance at in-service courses;
★ planning the syllabus and the production of materials;
★ discussing and devising strategies to deal with common concerns, e.g. learning difficulties, mixed-ability teaching, monitoring oral proficiency;
★ administration (mail, forthcoming events, etc).

Every departmental meeting should ideally have a slot for exchange of ideas, where everyone is encouraged to participate with that wonderful idea for a language task, game, worksheet layout. The same slot can be used for brain-storming, when wonderful ideas are a bit thin on the ground.

In some institutions staff meetings are turgid affairs where items on the agenda and discussion are closely controlled by senior management. If your senior management team (SMT) has a cavalier approach to democratic practices, don't despair of ever airing your opinion/concern. Suggest items for the agenda, be prepared to talk to the item and try to encourage others to enter into the discussion. This approach is viewed by some as freedom of speech, by others as canvassing for support and by a third group as incitement to revolution! **Такова жизнь.**

Membership of working parties

Institutionally-based working parties/groups, whose membership is usually open and on a cross-curricular basis, provide opportunities for:

★ exploring inter-disciplinary/inter-sector issues;
★ finding out problems and strategies in other departments or faculties;
★ contributing to policy-making within the institution;
★ getting a broader view of the total learning experience students.

Regionally-based working parties are very often, though not always, subject-specific, membership being made up of either teachers of foreign languages or of teachers of Russian. Contact your LEA Adviser/Advisory Teacher/Inspector for details of what already exists in your area, express any willingness to become involved or to set up a new group with a remit which will further the cause of Russian or language teaching.

Your LEA will also be able to give details of any regional working parties which are following inter-disciplinary issues, e.g. multi-cultural education, equal opportunities, staff development.

Remember, if all else fails, there is nothing to stop **you** convening a group of like-minded teachers. Big oaks, etc!

On a national level, there are several possibilities for participation in working parties.
You can become involved on the examination side - as a setter, moderator, examiner. Look in the *TES/TSES*, or the *Guardian* on Tuesday, for advertisements for vacant posts, or write to specific examination boards, expressing interest.

But it may be you prefer to be involved on a more general language level. Contact ALL* for information on its Russian language or business committees. Request also details of any branch or regional committees which ALL has in your locality, then contact the secretary and say in what way you think you can contribute to the group's aims and objectives.

Becoming a member of an internationally-convened working party is a little more difficult. Membership is usually only by invitation. And to get an invitation you do rather have to prove yourself at local, regional and national level.

Even business people don't get an expense account without first serving some probationary period!

COURSES/CONFERENCES/SEMINARS

Institutionally based: Contractual agreements have allowed for time within the working week, along with a minimum of whole day closures (where the institution is closed to students, but not to staff), to be devoted to 'staff development'.

Some SMTs have planned use of such time meticulously, but without consultation with staff. This has led to some resentment, especially when 'time-fillers' have been seen as 'time-wasters'. Any contractual time for PPD must serve a purpose, and if no purpose is immediately obvious, steps must be taken to reverse that trend. The first step to take, if your time for PPD is being eroded, is to write an evaluation report on the course in question and submit it to the course organisers (SMT?), with copies to your LEA Adviser/ALL. This may not win you instant popularity or promotion, but your time is precious and some employers do look for independence of thought in employees!

There must be some institutionally-based PPD time given over to curriculum development and departmental work and you may have to insist that this should be the case.

Regionally based: Your LEA Adviser will circulate institutions with details of forthcoming courses, conferences, seminars, usually in the summer term, for the new academic year. It is important you track these details down. Apply in good time for what interests you and find out, in even better time, what subsidies you can claim, and from which quarters.

Nationally based: ALL has a Russian language committee which organises an annual course for teachers of Russian from secondary and further/higher education sectors. Details are given in the ALL newsletter *'Language World'*. Apply early, as places are often limited. The course is DES-approved, so you may be able to get funding from your local authority.

The ALL annual conference/exhibition *'Language World'* is a three-day event held at a UK university during a weekend at the end of March/beginning of April. It offers the opportunity to attend workshops, talks, presentations and plenary sessions on a wide range of topics, see the latest range of materials from major publishers and the examination boards, as well as a chance to meet, and talk with, other teachers of Russian and other foreign languages.

Internationally based: As in the case of international working parties, attendance at international conferences is normally by invitation only, and requires some apprentice-serving time at less exalted levels.

There is another category of national and international course which is designed specifically to help teachers to maintain or improve their linguistic proficiency in Russian.

Such courses have been offered in the past by Strathclyde University, Nottingham University and the British Council/Herzen Institute. At the time of going to press, no details for future courses are available. Contact the Russian language committee of ALL for up-to-date information.

Teacher Exchange with the USSR is a possibility. A joint CBEVE/Soviet Ministry of Education agreement allows for one-term or one-year exchanges. Contact CBEVE* for details.

Postscript to sojourns in the USSR: There are a considerable number of UK delegations to the USSR which require an interpreter. Often such delegations prefer to appoint locally, rather than enlist the services of commercial organisations. This is particularly true when town-twinning is the purpose of the visit. Keep eyes and ears open to local news.

MEMBERSHIP OF PROFESSIONAL ORGANISATIONS

Most teachers are members of professional organisations which, in other walks of life, are called 'Unions'.

Subscribing to other professional associations can be an expensive business, but it, too, is tax-deductible and is one of the most worthwhile investments you can make in your career, simply because it is vitally important to keep abreast of developments in Russian and in language teaching in general. ALL is a UK clearinghouse for general and specific enquiries on every PPD matter. In addition, membership of ALL gives information to the isolated teacher who cannot easily join a working party or attend courses or conferences. Reading about developments can be

a substitute for active participation and ALL membership entitles you, along with other benefits, to:

- ★ the newsletter *Language World;*
- ★ two copies per year of *Language Learning Journal* (non-language specific);
- ★ two copies per year of journals for two specific languages: French, German, Dutch, Italian, Russian, Spanish/Portuguese.

Any teacher can, of course, submit items or articles for inclusion in ALL newsletters or journals, thereby making contact with a wider network of colleagues.

The Scottish Association for Language Teaching* (SALT) debates issues within the Scottish educational system and, with the collaboration of ALL, oversees Scottish interests within a UK/European framework. SALT publishes a newsletter twice yearly; while this newsletter is primarily aimed at teachers working within the Scottish educational system, it may be of more general interest. Contact ALL for details of SALT newsletters or write direct to SALT.

The *TES/TSES* is also a rich field of information on what's going on in the language field. The paper's *Modern Languages Extra Supplement*, published in November and March, gives information on recent developments, as well as information on forthcoming courses and conferences.

The Guardian has a Tuesday supplement devoted to education.

SECONDMENT OR SABBATICAL LEAVE

Opportunities for secondment crop up regularly. Secondment may be subject-specific, e.g. production of materials for Russian GCSE/Standard Grade, or more general in nature, e.g. multi-cultural education.
Your LEA Adviser will have details of what is on offer locally and the *TES/TSES* and *Guardian* advertise national posts.

The Mary Glasgow Language Trust offers a Language Teacher Fellowship each year. The Fellowship provides for three months' sabbatical attachment on full salary to a UK university to permit the Fellow to pursue and/or complete a language learning/teaching project. Details are published in the *TES/TSES,* but further information can be obtained from the Honorary Secretary, Mary Glasgow Language Trust, c/o CILT.

AWARD-BEARING COURSES

Qualifications can be upgraded on a part-time or full-time basis: in a specialist field, i.e. in language teaching, or in a more general field, e.g. in the study of cross-curricular issues. Funding is sometimes available from the LEA, as is part-time or full-time release. Part-time courses often involve day-release and/or attendance at evening lectures/tutorials. (In Scotland, following an approved evening course allows teachers to 'buy back' time from the allocation for institutionally-based PPD time). Full-time courses require secondment and applications to the Headteacher and LEA must contain some guarantee that your following the course will bring benefit to the institution and the LEA.

The DES publishes a handbook of courses for teachers, and this is usually available in institutions. Ask your SMT or Staff Development Co-ordinator to let you see the handbook.

In Scotland the LEA Advisory Service circulates institutions with information on award-bearing courses. Again, it may require some detective work to track the information down. If you encounter severe obstacles, make direct contact with either the LEA Advisory Service or the Extra-Mural Department of your local university or college.

There follow two examples of award-bearing courses: one full-time and concerned with language teaching; the other part-time with the possibility of looking at more general areas of education.

★ The Language Teaching Centre at the University of York offers a one-year full-time course leading to an Advanced Diploma in Language Teaching. The Diploma may also be completed on a part-time basis over two years. The course is designed to encourage teachers to identify an area of practice - in their own work or in that of their department or school - which they would like to improve. They are then helped to develop techniques or materials in this area and to write a report on their work. The course is specifically designed to meet the practical needs of foreign languages teachers and each teacher receives individual help and advice. Further information is available from the Language Teaching Centre, University of York, Heslington, York YO1 5DD.

★ The School of Education, University of Bath, offers The Certificate/Diploma in Professional Development in Education where teachers undertake investigation of aspects of their professional work of concern to them, their institutions or LEAs. The Certificate takes one year of part-time study, the Diploma two years' part-time study. Everyone must register for the Certificate initially, but there is provision for transfer to the Diploma after two terms.
For further details contact: The Director of Studies for Higher Degrees, School of Education, University of Bath, Bath BA2 7AY.

Suggestions for further reading

Buckby, M and M Calvert, *Personal and professional development: increasing autonomy*, LTC, University of York, 1990.

Glossary of acronyms

OR HOW TO IMPRESS YOUR HEAD OF DEPARTMENT (HoD)!

ALL	Association for Language Learning
AS Level	Advanced Supplementary Level
ATR	Association of Teachers of Russian
BTEC	Business and Technician Education Council
CBEVE	Central Bureau for Educational Visits and Exchanges
CILT	Centre for Information on Language Teaching and Research
CLA	Copyright Licensing Agency Ltd.
CPVE	Certificate of Pre-Vocational Education
CSYS	Certificate of Sixth Year Studies, 18+ examination, Scotland
DES	Department of Education and Science
FLA	Foreign Language Assistant
FLAW	Foreign Languages at Work Scheme
FLIC	Foreign Languages for Industry and Commerce
GCE A Level	General Certificate of Education, Advanced Level
GCSE	General Certificate of Secondary Education
GOML	Graded Objectives in Modern Languages
Higher Grade	17+ examination, Scotland
HMI	Her Majesty's Inspectorate
HMSO	Her Majesty's Stationary Office
HoD	Head of Department
INSET	In-service Education of Teachers
JMB	Joint Matriculation Board
LEA	Local Education Authority
LEAG	London and East Anglian Group
LCCI	London Chamber of Commerce and Industry
LTC	Language Teaching Centre
MEG	Midlands Examining Group
NALA	National Association of Language Advisers

NEA	Northern Examining Association
O&C	Oxford and Cambridge Schools Examination Board
PGCE	Postgraduate Certificate in Education
PPD	Personal and Professional Development
PTA	Parent-Teacher Association
RSA	Royal Society of Arts
SALT	Scottish Association for Language Teaching
SCCC	Scottish Consultative Council on the Curriculum
SCOTVEC	Scottish Vocational Education Council
SEB	Scottish Examination Board
SEG	Southern Examining Group
SMT	Senior Management Team/Board of Studies
Standard Grade	16+ examination, Scotland
TES	The Times Educational Supplement
TSES	The Times Scottish Educational Supplement
TVEI	Technical and Vocational Education Initiative
ULSEB	University of London Schools Examination Board

Useful addresses

Association for Language Learning (ALL)
16 Regent Place
Rugby
Warwickshire
CV21 2PN
Tel: 0788 546443

BBC Publications
35 Marylebone High Street
London
W1M 4AA
Tel: 071 580 5577

British Council
10 Spring Gardens
London
SW1A 2BN
Tel: 071 930 8466

British Council Specialist Tours Department
(Summer course for teachers)
65 Davies Street
London
W1Y 2AA
Tel: 071 499 8011

Business and Technician Education Council
Central House (BTEC)
Upper Woburn Place
London
WC1H 0HH
Tel: 071 388 3288

Central Bureau for Educational Visits and Exchanges (CBEVE)
Seymour Mews House
Seymour Mews
London
W1H 9PE
Tel: 071 486 5101

3 Bruntsfield Crescent
Edinburgh
EH10 4HD
Tel: 031 447 8024

16 Malone Road
Belfast
BT9 5BN
Tel: 0232 664418

CILT
Regent's College
Inner Circle
Regent's Park
London
NW1 4NS
Tel: 071 486 8221

Collets
Denington Estate
Wellingborough
Northamptonshire
NN8 2QT
Tel: 0933 224351

Copyright Licensing Agency Ltd
33/34 Alfred Place
London
WC1E 7DP
Tel: 071 436 5931

Department of Education and Science
Elizabeth House
York Road
London
SE1 7PH
Tel: 071 934 9000

Institute of Linguists
24A Highbury Grove
London
N5 2EA
Tel: 071 359 7445

Interchange (Easter course for PGCE students)
Interchange House
27 Stafford Road
Croydon
CR0 4NG
Tel: 081 681 3612

Intourist Moscow Ltd
Intourist House
219 Marsh Wall
Isle of Dogs
London
E14 9FJ
Tel: 01538 8600

Joint Matriculation Board
Manchester
M15 6EU
Tel: 061 273 2565

London Chamber of Commerce and Industry
Examinations Board
Marlowe House
Station Road
Sidcup, Kent
DA15 7BJ
Tel: 081 302 0261

London and East Anglian Group
EAEB
The Lindens
Lexden Road
Colchester
Essex
C03 3RL
Tel: 0206 549595

Language Teaching Centre
University of York
Heslington
York
YO1 5DD
Tel: 0904 430000

Midland Examining Group
EMREB
Wood House
Robins Wood Road
Aspley
Nottingham
NG8 3NR
Tel: 0602 296021

Neat Ideas
Sandall Stones Road
Kirk Sandall
Doncaster
DN3 1BR
Tel: 0302 890890

Northern Examining Association
YHREB
Scarsdale House
136 Derbyshire Lane
Sheffield
S8 8SE
Tel: 0742 557436

Oxford and Cambridge Schools Examination
Board
Elsfield Way
Oxford
OX2 8EP
Tel: 0865 54421

or

10 Trumpington Street
Cambridge
CB2 1QB
Tel: 0223 64326

Royal Society of Arts Examination Board
Progress House
Westwood Way
Westwood Business Park
Coventry
CV4 8HS
Tel: 0203 470033

or

8 John Adam Street
London
WC2N 6EZ
Tel: 071 930 5115

Scottish Association for Language Teaching
(SALT)
Secretary
Galashiels Academy
Elm Row
Galashiels
TD1 3HU
Tel: 0896 4788

Scottish Consultative Council on the Curriculum
17 St John Street
Edinburgh
EH8 8DG
Tel: 031 557 4888

Scottish Examination Board
Ironmills Road
Dalkeith
Midlothian
EH22 1LE

Scottish Vocational Education Council
(SCOTVEC)
Hanover House
24 Douglas Street
Glasgow
G2 7NQ
Tel: 041 248 7900

Southern Examining Group
SEREB
Beloe House
2/10 Mount Ephraim Road
Royal Tunbridge Wells
Kent
TN1 1EU
Tel: 0892 35311

Soviet Embassy Consular Department
5 Kensington Palace Gardens
London
W8 4QS
Tel: 071 229 3215

Soviet Embassy Cultural Section
18 Kensington Palace Gardens
London
W8
Tel: 071 229 6412

Soviet Trade Delegation
32 Highgate West Hill
London
N6
Tel: 081 340 3272

University of London School
Examination Board
Stewart House
32 Russell Square
London WC1B 5DN
Tel: 071 636 8000

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RUSSIAN / РУССКИЙ ЯЗЫК

JOAN MACRAE & DAVID RIX

The purpose of this guide is to encourage and support the teaching of Russian in schools, colleges and centres of Adult Education. The book offers ideas, practical tips and a guide to sources of information, teaching materials and methods, and examinations. It aims to help teachers to make well-informed decisions about ways to promote both their subject and their own professional development.

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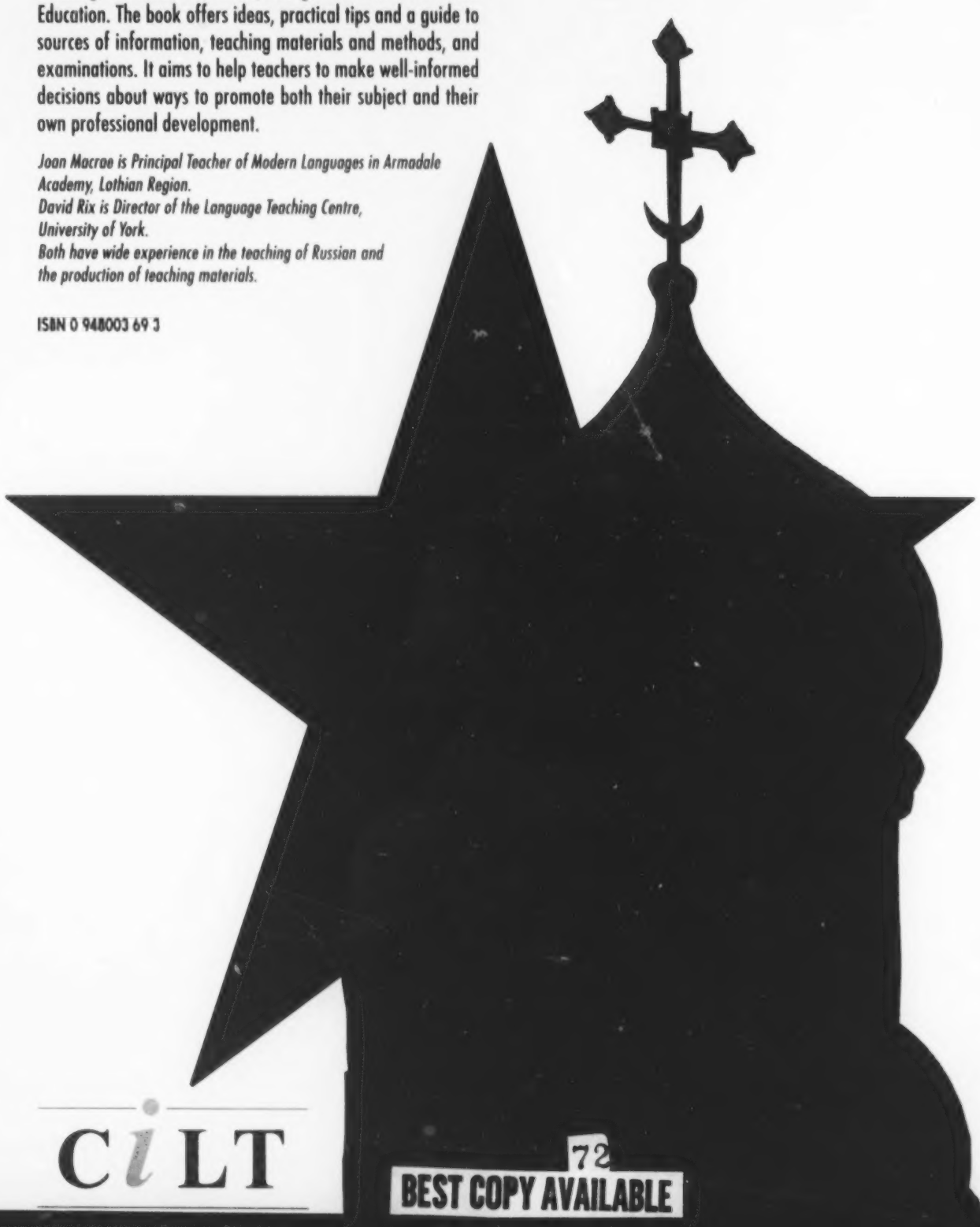

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